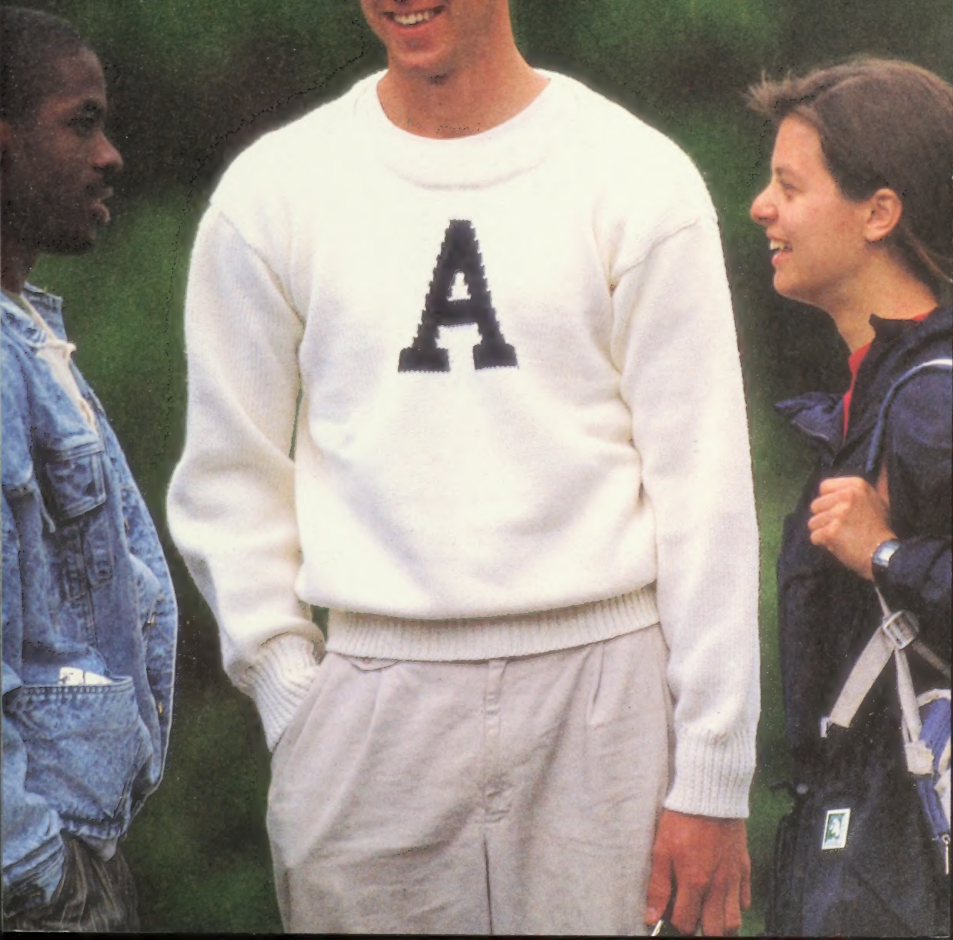




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ANDOVER

Catalog 1990-91



Phillips Academy admits students of any sex, race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Andover

Catalog



Published by Phillips Academy Andover, Massachusetts 01810



Phillips Academy, Andover, Massachusetts, better known as Andover, is an independent, coeducational, integrated and non-sectarian institution offering a variety of academic programs for high school students.

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Some questions you might have

Q: I am not familiar with boarding school; what will life at Andover be like?

A: In a boarding school, teaching goes on 24-hours a day. Andover's 1,200 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness, and ability to make moral decisions. With a faculty/student ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Q: What exactly is the cluster system?

A: A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a microcosm of the school at large, composed of students from all class years, from all backgrounds, and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Rabbit Pond, Flagstaff, Pine Knoll, West Quad North, West Quad South, and Abbot. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports, and weekday social functions.

Q: Who are the students' advisors?

A: The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory, who sees the student every day, and with whom the student often forms a close personal relationship.

Day students, similarly, have day student advisors. All students also have an academic advisor, plus five classroom teachers and a coach or special activities advisor each term. These advisors communicate regularly with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

Q: What kind of extra help is offered?

A: Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and—because 95% of the teaching faculty live on campus—in the evening as well. Both the Graham House Counseling Center and the Office of Community Affairs offer student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at an evening math study hall.

Q: What is the school's policy regarding drugs and alcohol?

A: The possession or use of alcohol or illegal drugs is forbidden at Andover. To help our students understand why these substances interfere with development, an intensive, week-long series of classes and seminars is held each fall by the school's counselors and such organizations as Freedom from Chemical Dependency Foundation. The entire student body attends. At all times during the school year, professional counselors are available at Graham House, the Dean of Residence's Office, and the Office of Community Affairs. A Drug and Alcohol Awareness Committee also offers peer discussion and support. Discipline for infractions of the rule is explained on page 20 and also in the students' rule book, *The Blue Book*.

Q: What support systems are available to students of color?

A: Andover is a multicultural community; more than one-quarter of the student population is non-white. In addition to the Afro-

Latino-American Society for black and Hispanic students, and the Asian Cultural Society, the school has an Office of Community Affairs and Multicultural Development. The dean and full-time staff of that office are available for personal and academic counseling.

Q: What are sports like at Andover?

A: Competitive athletics are available in all major sports at all levels, from varsity, sub-varsity, and beginners interscholastic teams to intramural cluster teams. Andover's teams have won numerous titles and tournaments: in 1989 Andover's teams won New England interscholastic championships in girls' crew, girls' gymnastics, boys' and girls' winter track, softball, boys' tennis, and boys' spring track. Many of Andover's individual athletes have also been chosen for select teams in several sports and have received All-League, All-State, and All-American honors.

For Andover's students who are not interested in competitive sports, the school offers an exciting range of athletic alternatives, including dance, aerobics, yoga, kayaking, swim instruction, scuba diving, Search and Rescue, and many more.

Q: What is the average number of students in a class?

A: The average class size is 14; a class may be as small as 6 or as large as 15.

Q: How are day students integrated into the community?

A: Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Q: Can I afford Andover?

A: Yes; a wide range of options make it possi-

ble. The academy has more than \$4.7 million available annually for financial aid in scholarship grants and loans: 37% of our students receive financial aid. Also, the academy has an innovative financing package, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 56.



Our admission staff (l. to r.): Bobby Edwards, Beth Moore, Scott Looney, Holly Weston, Dean Jeannie Dissette, John O'Brien, Betsy Eaton, Peter Drench, Grace Taylor) is happy to answer any questions you might have. Also, parents of current students who are members of the Andover Parent Network are available to you with another perspective of life at Andover; their names and addresses are listed on page 88.

If you have questions about Andover's admission or application procedures, or to request a catalog, write or call:

Admission Office
Phillips Academy
Andover, Massachusetts 01810

Admission Office direct line: (508) 475-9353
Switchboard: (508) 475-3400, ext. 4050

Office hours: Mon.-Fri., 8:30 a.m. to 4:30 p.m.
Sat., 8:30 a.m. to 12 noon, Oct. 1- Jan. 31.



Introduction to Andover



Phillips Academy in 1778

In 1789 the first scholarship monies are recorded, from John Phillips, "in consideration of further promoting the virtuous and pious education of Youth, (poor children of genius and of serious disposition especially) in Phillips Academy, founded in Andover, Massachusetts." Today, approximately 37% of the student body benefits from financial aid in the form of \$4.7 million dollars a year in outright grants or loans, ensuring a broad diversity within the student body.

by Donald W. McNemar, Headmaster

In the introduction to his essay collection, "One Man's Meat," E. B. White wrote, "Once in everyone's life there is apt to be a period when he is fully awake instead of half asleep . . . one of those rare interludes that can never be repeated, a time of enchantment." I believe that Andover's students experience such a time during their few years on our campus. They come here during a most significant period of their lives. They come from every state in the nation, 28 countries, every economic circumstance, and every sort of ancestry. They are exposed first and foremost to one another and to the great benefits of a culturally diverse society. They are required to study. They are encouraged to travel. They are expected to dream. All of this happens on a campus of more than 500 acres, under historic elms, on playing fields and lawns where American soldiers trained for the Revolutionary War, and in buildings named for famous men and women who spent their own rare interlude here.

That our students are, as White wrote, fully awake instead of half asleep—which for an adolescent can be a far more comfortable state, especially at, say, 8 o'clock on a cold winter morning—is a testament to the strength of Andover's faculty. They are as accomplished in their fields as they are devoted to their charges. An English teacher may be a professional photographer, a house counselor may use his evenings to finish his second off-Broadway play, and a field hockey coach may also be a highly regarded research biologist. These talented adults teach Andover's students, play sports with them, perform with them, travel with them, and talk to them, frequently and at length, about school, careers, and the business of growing up.

It is not always a simple business. When I see an Andover sprinter who has just lost a race, which she began not only with expansive hopes but also with her parents watching, I smile and she smiles back. We both know it would be far easier and more truthful to shake our heads and grumble. She will go back to her dorm with problems: the "I blew it" problem, the "I blew it in front of my parents" problem, perhaps the "Will I ever be any good at this?" problem. Yet she will not have the luxury of feeling badly for long. Andover is a residential community, where

learning takes place 24-hours a day. Our sprinter will have a friend in the dormitory to talk things over with, and a house counselor who may have been an All-American athlete herself, or may not have been an athlete at all, and who will offer a fresh perspective. It is in these private conversations that so much learning takes place—about the value of effort and of humility, about the value of forcing a sociable smile when you feel like kicking the dirt. It is in these private conversations that Andover often reaches its goal of teaching students goodness as well as knowledge.

I do find myself smiling often here, and not only to cheer up an unhappy athlete. I have felt—we all have felt—those moments of elation when suddenly our breath catches, the hairs rise on our arms, and we are surprised by unexpected tears. As a child, I always seemed to have this feeling in the presence of a brass band. As Andover's headmaster, I find it overtakes me more frequently. Last winter, for example, students and faculty from our Music Department performed Handel's opera *Esther* on a stage constructed in the chapel. A senior soprano, Amy Zimmerman, stepped forward to sing an aria. She was dressed in an Israelite's white tunic; under the spotlights her eyes glittered. I expected that her voice might quaver, a concession to the grandeur of the chapel setting, and her youth, and perhaps stage fright, but her first note was pure and grew stronger the longer she held it. I had to smile simply to release my emotion. Others in the audience emitted gasps. We were treated to such chills all evening. I know that Andover's students accomplish great things here under the tutelage of a gifted faculty, yet the level of those accomplishments still sometimes takes me by surprise.

One of the students in the Chorus whom I had a chance to congratulate after the opera was Willie Tate, a senior baritone from Jackson, Mississippi. A few weeks earlier I had seen his excellent performance in a varsity football game. When Willie came to Andover as a tenth grader he could already sing quite well, but he learned his football here. And in this way, Willie is like many of Andover's students. They bring to this campus academic strength and artistic, creative, and athletic talent. But they also bring a desire to try something completely new—singing opera, writing sonnets, playing cricket, speaking Greek. With

our faculty to guide them, they grow as much from attempting their new skill as from mastering it.

I have heard people say that only great kids get into Andover, but I disagree. Good kids get into Andover, kids who are able and industrious, who are willing to strive for academic excellence and moral decisiveness, who are inspired by one another in this multicultural community. I think because of their experience here—because of these enchanted years—they have the opportunity to be great kids when they leave.

Headmaster Donald W. McNemar





Andover Life

A Beginning



In 1782 Paul Revere was commissioned to make the Phillips Academy seal. Revere engraved the educational faith of Andover's founders—"The end depends upon the beginning"—around the symbols of the rising sun and the hive of industrious bees. The founders' religious and patriotic commitment to the common good is symbolized by the second motto, "*Non Sibi*"—"not for one's self."

If you come to Andover today, you will not have to go far to see a building designed by Charles Bulfinch or named for Nathan Hale. You might take computer graphics in a modern arts and communications center, discuss African history in an archaeology museum, or study the War of 1812 in a building constructed before it took place. Your roommate might be from Brazil or Tennessee. You might learn how to play squash, how to be a DJ in a radio station or how to run rapids in a kayak. In any case, you will be expected to make the most of who you are. Andover students benefit from a careful combination of independence and support. Instead of formal study halls, we have study hours between 8 pm and 10 pm. Students are required to be signed in either to their dormitories or an academic area on campus (library, language lab, art studio, music building). Our junior (9th grade) dorms have an 11 pm lights out policy. There are many people here to help you: teachers in a residential setting are close by, either to chat or to review the math problem you did not understand in class. Professional study counselors stand ready to help you manage your time and give you advice on how to polish the term paper due next week. Your house counselor will be there to encourage you on your cycling, or teach you how he or she mastered irregular French verbs. The opportunities, and the support, are both here to help our students develop a strong sense of responsibility and independence.



The Abbot Bazaar, begun in May of 1920 at Abbot Academy to celebrate the original opening of the school, continues today as an annual outdoor carnival and rite of spring for Andover students. The Bazaar includes a dunking booth (traditionally occupied by the Headmaster), facepainting, tag sales, and picnicking.



The Place

The school is located on a hilltop in the town of Andover, a 35-minute bus ride from Boston and Cambridge. It is well situated for easy access not only to the historical, cultural and entertainment offerings of the Greater Boston area, but to the beaches and mountains for which northern New England is justly renowned.

Phillips Academy was the first boarding school to be incorporated in the United States (1780). During its more than two centuries the school has grown in size from a single rude building and a few acres of land to an extended campus of 160 buildings on over 500 acres.

A Purpose

This revised version of the Statement of Purpose, voted by the faculty in the spring of 1988, reaffirms the Academy's goals set forth in the Constitution of 1778.

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multi-cultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.



The People

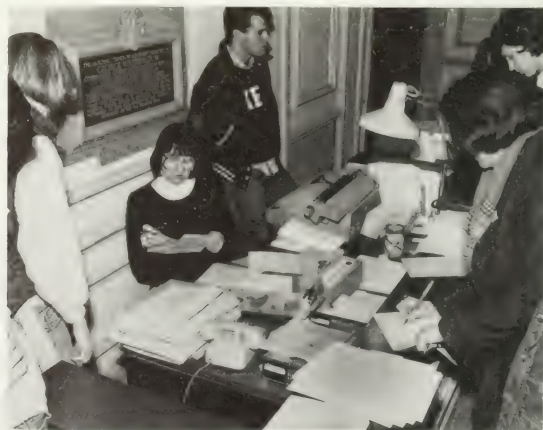
Students

There are approximately twelve hundred young men (53%) and women (47%) in Andover's regular session, of whom about one-fifth are day students. More than eight hundred others attend the various programs and institutes of the Academy's Summer Session.

Andover students are divided into four classes: Seniors, Upper Middlers, Lower Middlers and Juniors — our traditional terms for 12th, 11th, 10th and 9th graders. Some are here for four years, most for a shorter time, but they all have two things in common: intelligence and the willingness to use it.

Faculty

Andover's faculty members have a keen interest and joy in adolescents, as well as exceptional talent in their respective academic fields. The faculty number two hundred and forty; two-thirds hold advanced degrees at the master's or doctorate level. Andover teachers teach not only in the classroom, but on the field, in the dormitory, and through numerous extracurricular clubs and activities as well. They demand as much of themselves as of their students: among a myriad of responsibilities to the school, the faculty find time to be authors, research scientists, photographers, prize-winning poets, theological scholars, and professional musicians.



The Work

All students who are admitted to Andover have the ability to succeed academically here. Those who choose to attend the school must be prepared, however, to work hard. Students at Andover must complete a required core of studies which the faculty feels is essential to a liberal education. This includes three years of language; a yearlong science course, plus three additional terms of science; three years of mathematics; a year of United States history with a required additional term of elective history; a term each of music, visual studies, religion/philosophy and physical education; three years of English. Requirements for a diploma vary according to the level at which a student enters the curriculum, and are described fully in the *Andover Course of Study*.

Beyond this framework, students choose their own courses with the guidance of an academic advisor. The school encourages all students to construct a curriculum which reflects breadth, depth and balance, and to take advantage of the hundreds of elective courses available.

A year, a week, a day

Andover operates on a trimester system, offering about 285 separate courses that vary in length from one trimester to the full year. The year begins in late September and ends in mid-June, with breaks at Thanksgiving, Christmas and in the early spring.

Classes are held on Monday, Tuesday, Thursday, and Friday, the full class days, and on Wednesday morning and every other Saturday morning.

Wednesdays and Saturdays are half study days with no afternoon academic appointments. On alternate Saturdays there usually are no morning classes and Sunday is totally free. This flexible weekly schedule provides time for independent study, rehearsals, and sports, as well as for informal visits to the art and archaeology museums, and for student-run extracurricular organizations such as the literary magazines, the school newspaper, the school radio station, and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays and informal activities. Participation in athletics is required of all students, and athletics and activities are scheduled four afternoons a week for two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competition.

Meals are served in Commons, our fifty-year-old central dining hall, composed of four handsome, traditional dining halls and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

The Weekend Scoop

FRIDAY

5:15 pm **The Addition Gallery**
Opening reception for "Selections From the Permanent Collection in Honor of Black History Month" issues of *Projection, Jigsaw, and Hot Feet* by Stephen Davis. There are some wonderful works on display, so it is definitely worth seeing.

7 pm **The Drama Lab**
Okay, maybe you've seen the signs, maybe you haven't, but its true: there is a play on campus called *The Importance of Being Earnest* and the school is performing it. A higher price than Luntzberg written by Dan Frazer (who also directs both shows) will be shown directly after the main press session.

8 pm **All School Skating Party**
Corner. The winter's first all school skating party will be a great time. Go, call it hot dogs. Don't worry if you can't skate, just slide around a little and have fun. Everyone's going to be there and it's a great opportunity to meet some new folks.

SATURDAY

6:30 pm **Tudman Room**
My inside connections with the French Department have let me in on what was a little secret, but now it seems

we'll let you all know that they're showing a rilly cartoon about a French cowboy, one least though—no subtitles, so only the real French masters among you will be able to catch the witty parody of the American western and the subtle puns in the rapid fire dialogue.

8:45 pm **Graham House Cafe**
Don't forget the Graham House Cafe, especially if the winter discotes to come on strong this Saturday. Soda, juice, nachos, MUSIC AND LOTS OF GOOD TIMES to be ahead.

9 pm **Dance - Le Vertigo**
Guess which of the school's ultra hip dance club setups is going to be working tomorrow? Le Vertigo featuring turkey music, disco lights, re-hearsments, its hall!

7:30 and 9:45 **Movies**
Two great movies for a terrific group of underclassmen: *Star Wars* at 7:30 and *An American Werewolf in London* at 9:45 in Kemper.

NEXT WEEKEND

Mozart's Birthday—The first music concert of the term is next weekend's celebration of Mozart's Birthday. From what I've seen and read, it seems to be a stellar schedule.

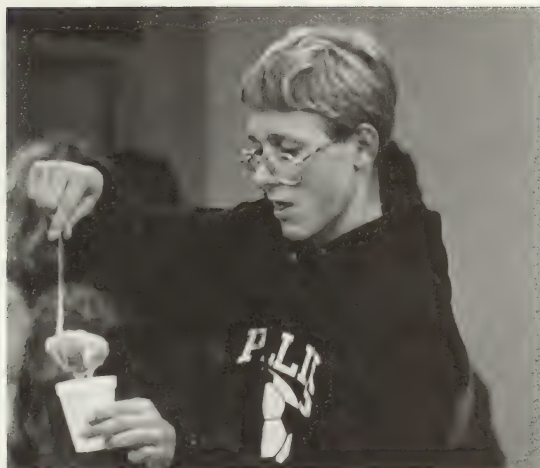
The Daily Schedule

| | |
|------------------|---|
| 7:15 am | Commons opens for breakfast |
| 8 am | Classes begin. Seven 45-minute periods per day |
| 9:45–10:15 am | Conference Period |
| 11:30 am–1:30 pm | Lunch available at Commons |
| 2:45 pm | End of last class |
| 3:15–5:15 pm | Sports |
| 5–6:30 pm | Supper available at Commons |
| 6:20–7:50 pm | Music rehearsals |
| 8 pm | Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, or music building |
| 10 pm | Dorm sign-in for all students on weeknights (during 5-day weeks, Friday evening sign-in for underclassmen is 10 pm, 11 pm for seniors, and Saturday evening sign-in for all students is 11:30 pm) |
| 11 pm | Lights out for juniors |

Students normally have four or five class meetings per day.

Most students are eligible to take a day excuse each week, and, after the first two weeks of the year, overnight excuses beginning after their last scheduled weekly appointment.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks, supervision or leadership responsibilities two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. The school encourages independence and personal responsibility: there are study hours but no study halls.



Residential Life



On any given weekend, social events on campus could include at least one dance, a movie, coffeeshouse or concert, and a theatre production in the Drama Lab. The Del Fuegos (above), called by *Rolling Stone* magazine one of its "New Artists of the Year" in 1985, performed at Andover recently. They are Woody Geissmann, Tom Lloyd '79, Dan Zanes '79, and Warren Zanes '83.

Dorms and Clusters

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication and the development of close relationships. The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families. All living arrangements encourage close relationships among students and between students and house counselors' families. One-third of the students live in single rooms; two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain Lower, Upper, and Senior. Ninth-graders, however, all live together in dorms with special study hall and lights-out policies that are designed to help them adjust successfully to their first year at boarding school.

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.



Dormitories are grouped into six geographical units called "clusters," each including girls' and boys' dorms, about two hundred students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system is the heart of Andover's residential life, bringing the advantages of a small school to an institution that already has the advantages of size.

The dean of residence oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders and who knows all of the students in the cluster. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

A faculty member is responsible for administering the student work program, which is designed not only to develop a sense of community responsibility for the daily operation of the school, but also to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice.

The clusters take turns each week working in the dining hall, seniors serving as overseers. Seniors have many other supervisory roles, including cluster and school offices, editorial boards of student publications, club leadership, and other assignments serving the Phillips Academy community.

Counseling and Discipline

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of the *Blue Book*, summarizing rules and regulations; all students are held responsible for its contents.

The resident house counselor is the faculty member most directly responsible for the students in a dormitory, working with them on both a personal and academic level. Parents can expect to hear from the counselor at regular intervals and are encouraged to turn to this faculty member for information about a student's progress.

Each cluster dean supplements the work of the house counselor and is available to students and parents for information and

advice. Other support staff include academic advisors, who help students in the cluster to plan their academic programs, and the College Counseling Office, which assists all seniors with their future educational plans.

Graham House Counseling Center serves the community in several ways. The staff offers psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff, and specialized workshops in response to residential needs.

Discipline is handled at the cluster level and involves the cluster dean, house counselor, other faculty, and student representatives. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school—all render a student liable to dismissal. Cluster recommendations for suspension or dismissal are made to the headmaster, who makes the final decision. Examples are dishonesty, the possession or use of alcoholic beverages or illegal drugs, and unauthorized absence from school bounds. Students may not possess, rent or drive any motor vehicle within school bounds; bicycles are permitted.



Young Josiah Quincy, in 1778, didn't look forward to the prospect of eight long hours in the recitation room: "The truth was, I was an incorrigible lover of sports of every kind. My heart was in ball and marbles." He went on to become congressman, mayor of Boston and president of Harvard.

Minority Counseling

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and anti-racism, with an emphasis on collaboration towards a better understanding of race, class, and diversity within our society.

Community Affairs and Multicultural Development now incorporates Minority Counseling, which continues to provide support services for African-American and Latino-American students at Phillips Academy. Counseling services, of a non-therapeutic nature, are provided on an ongoing basis for any student who wishes these services. The office, located in Phillips Hall on Main Street, also serves as an Afro-Latino Cultural Center and Heritage Library. The center is the meeting location for the Afro-Latino American Society Board meetings. It is available to other groups for meetings and small study groups.

Minority Counseling sponsors programs and workshops for the school. The programs assist students in adjusting to Phillips Academy's rigorous schedule, celebrate the diversity that is present on our campus, and strive to eliminate racism.

In a community such as Andover, all must commit themselves to the goals of the community and to loyalty to each



other. Since education at Phillips Academy is both intellectual and humane, students and faculty derive mutual support from sharing of themselves and their ideals.

Trust and responsibility have many interpretations; these words have become hackneyed from overuse and misunderstanding. But the ideas they embody—sensitivity to others, willingness to explore and respect differing points of view, charity and humility in expressing judgment, readiness to cherish friendship, to depend and to be depended upon—are nonetheless fundamental. Such values can scarcely be legislated and can only be imperfectly defined. Yet the health and happiness of everyone in the community depend on consideration and awareness, restraint and candor, discretion and shared joy. Collaboration toward these imprecise but worthwhile ends is an expectation which all at the Academy hold.



Harriet Beecher Stowe, author of *Uncle Tom's Cabin*, and her husband, a Seminary professor, lived in Stowe House. She is buried in the school cemetery. Mrs. Stowe, who shocked the strict Congregationalist community by giving parties and entertainments for students, was suspected of going to the theater and even of having "Episcopalian leanings."

Claude M. Fuess, *An Old New England School*

The Campus Ministry

Reflective of a diverse student body, the religious ministry at Phillips Academy is also diverse. Priest, minister, and rabbi serve the ongoing liturgical and celebrative needs of the Roman Catholic, Protestant, and Jewish students on campus; the chaplains also teach, counsel, and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation, and fellowship in a variety of settings.

Community Service Program

The Community Service Program provides opportunities for students to volunteer time in service to the community in Andover and in the nearby city of Lawrence. Volunteers may participate during free time or in place of a sport. Among the many volunteer opportunities are, tutoring children from culturally and ethnically diverse backgrounds to strengthen their learning skills; assisting teachers in their work with physically handicapped and developmentally retarded children; working with children from 3 months to 5-years-old in the Andover Community Child Care Center on campus; the Big Brother and Big Sister program in Lawrence; The Academy Manor Nursing Home in Andover.

The program's primary goal is that participants learn a deeper appreciation of themselves and their potential, and to achieve personal growth in the service of others fulfilling the mandate of the academy's motto, *Non Sibi*, not for self.

Activities

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the diversity of interests in the student body. From the Chess Club to the Computer Club, it seems that all Andover students do something special in their free time. The Tour Guide Association handles the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air from 6:30 a.m. to 11:30 p.m. daily, serving the local listening area as well as the student body. *The Phillippian*, the Academy's prize-winning, student-run weekly newspaper, is wholly

uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. The *Pot Pourri*, the school yearbook, and the school literary magazine, *The Mirror* (Robert Frost was an early contributor), provide more opportunities for those with a literary bent.

Cultural organizations include the Afro-Latino-American Society, the Asian Cultural Society and others; course-related groups range from the Astronomy Club to the German Club. The Chapel Fellowship, the Newman Club and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Economy Club may be listening to a State Department official discuss the Middle East; the Natural History Club may be bird watching on an ocean beach or—if the season is right—the Ski Club may be on its way to the White Mountains of New Hampshire.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

Organizations (Clubs)

Afro-Latino-American Society
All That Jazz (vocal jazz group)
Amateur Radio Club/WISW
Andover Forum (current events publication)
Asian Society
Astronomy Club
Blue Key Society
Bridge Club
Cercle Francais
Chapel Fellowship
Chess Club
Chorus
Community Service
Computer Club
Dance Club
Equestrian Club

8 'n 1 Club (singing group)
Fidelio Society (madrigal singing society)
German Club
The Heartland Coalition
Jewish Student Union
Just Ordinary Komediens Everywhere
The Leaky Pen (satire club, with publication)
The Mirror (literary magazine)
Model United Nations Club
Mohgul Society (Indian Society)
Natural History Club
Newman Club
Nuclear Awareness/Education Club

The Phillipian (student newspaper)
Philomathean Society (debating society)
The Photography Club
Political Economy Club
Pot Pourri (yearbook)
Press Club
Scuba Club
Ski Club
Strategic Gamers Guild
Tertulia (Spanish club)
WPAA (student radio station)



Educational Resources

The Oliver Wendell Holmes Library

At the center of Andover's intellectual life is the newly restored Oliver Wendell Holmes Library, named after the famous doctor and poet who was a member of the class of 1825. The building, which consists of the original 1930 structure of 30,000 square feet and an addition of 30,000 square feet completed in 1988, contains the academy's main library collection of 100,000 volumes. The stacks are open to students. In addition to academic work, students and teachers use the library collections to explore new fields of interest and to read casually.

The library subscribes to over 260 American and foreign periodicals and daily papers from cities throughout the country. A microfilm file of *The New York Times* is available. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, papers and books of Oliver Wendell Holmes, and one of the world's leading collections of Vergiliana.

The facility also houses the academy's Computer Center, a day student locker area, faculty research carrels, faculty reading room, and a number of classrooms and seminar rooms. The building, which is open to students 80 hours per week, provides both contemporary and traditional settings and a variety of study and lounge seating.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers, Imagewriter, Laserwriter, and various other letter quality printers. A wide range of software is available, and instruction in computer usage is provided. The center is open during the regular operating hours of the library.

The Addison Gallery

The Addison Gallery of American Art operates both as a museum in the traditional sense and as an art center for the school and the community. In addition to organizing exhibits of American art from the collection, the museum staff originates exhibits of contemporary painting, sculpture, photography, video, film and crafts. The museum has pioneered the uses of new media in its programs beginning with video in 1965 and most recently with the utilization of interactive video discs both as exhibition components and for an electronic catalog of The Addison's holdings. Seminars bring artists in close contact with students to discuss contemporary art issues. In cooperation with Phillips Academy's Music Department, concerts by faculty and students are produced in the museum.

The holdings of the museum are recognized as a distinguished specialized collection: Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of special importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LeFarge, Ryder, Twachtman and Whistler. The early part of the present century is shown in the work of Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Contemporary artists are represented by works of Calder, Lippold, Moholy-Nagy, Hofmann, O'Keeffe, Pollack, Shahn, Wyeth and others.



Sidney Smith, class of 1985, as the President of the Afro-Latino-American Society on campus helped to found NEALSA, the New England Afro-Latino Student Alliance, an organization to promote communication and interaction among students of color at independent schools. NEALSA continues today with many social events among member schools and an annual conference.



The Robert S. Peabody Archaeology Museum

The Robert S. Peabody Foundation for Archaeology has conducted major archaeology research in this hemisphere for the last seventy-five years and has published many reports of its scientific investigations. The Foundation maintains a museum which cares for many famous collections based on some of the most important archaeological expeditions undertaken in the Americas. The laboratories of the museum are used in teaching and illustrating the Foundation's research. Mature students may undertake special study projects which involve the use of the Foundation's collections and library resources.

The Cochran Sanctuary

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the Sanctuary, as does the Academy's Search and Rescue program.





The Academic Departments

The Curriculum

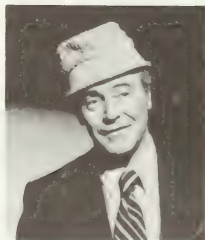
The curriculum of Phillips Academy contains both a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical. All departments offer courses beyond the level of preparation for college.

Classroom groups are small enough to permit individual attention; the average class size is fourteen. Students are placed in sections fitted to their attainment and, through accelerated sequences and advanced courses, are encouraged to progress at a rate commensurate with their ability and ambition. Many students fulfill requirements ahead of the normal year, increasing their choice of college-level courses and other elective opportunities. Andover's trimester system provides flexibility and variety in the curriculum and allows various combinations of independent work and off-campus projects.

Every student is assigned an academic advisor who, over the span of the student's career at Andover, joins the student in planning an educationally sound program of studies; a program which is both broad and rigorous, and which takes into account the student's strengths and interests, as well as diploma requirements and college aspirations.

The curriculum and diploma requirements are described in detail in the *Course of Study*, which will be sent upon request to each preliminary applicant and to others who would like to receive it.

THE ARTS



During his second and third years at Andover, Jack Lemmon's grades were suffering due to his overpreoccupation with theatrics and composing. Though things looked very bleak in his senior year, he applied himself diligently and made what he thought was an astounding reversal. Against all odds he was able to graduate. When Headmaster Claude Fuess handed the proud young Lemmon his diploma, he said, "A remarkable change. I'm truly impressed, Bill."

Visual Arts

At the heart of the art program is a concern that all students learn to see freshly and accurately, that they learn how to organize their efforts to make something happen, that they develop a critical eye for the coherence of their environment, all these with an independent mind.

The diploma requirement in art is as follows: Juniors and new Lower Middlers must take a trimester course in studio art; an entering Upper Middler must take a trimester course in studio art or music. Andover attempts to balance structured, problem-solving courses like the basic Visual Studies, with more adventurous advanced courses, organized around longer-term projects. For a student who desires several terms in art or design, the courses are here, whether the student's objective is a professional school, Advanced Placement in a liberal arts college, or simply a strong basis in a traditional area of general education.

The superb facilities of the Arts and Communications Center—fully equipped wood and metal shops, two complete photo labs, print-making equipment, painting and drawing studios, a kinetics studio, computer graphics labs, video studio—are supplemented by the several kilns available to ceramicists. The department welcomes extracurricular use as well as work related to courses, and faculty members are on hand every evening to encourage the idea that whether it's painting or computer graphics, the Arts Center is the place to go.

Theatre and Dance

Courses in theatre are designed for students who seek formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work on plays. A variety of experience is available; some courses are performance oriented; some are theory oriented; some are both. All combine classroom and workshop sessions; students work out practical theatrical problems together under the guidance of an instructor. Drama, as well as dance, both modern and ballet, may be elected as an alternative to athletics, once a year.



George Washington Hall, capable of handling audiences of one thousand, includes a flexible, professionally equipped proscenium stage. It has a full fly system, accommodation for numerous lighting instruments and an elevator/pit. Recent main stage productions have included *Richard III*, *Taming of the Shrew*, *The Dining Room*, *Hamlet*.

The Drama Lab, also in George Washington Hall, is a "black box"—an intricate arena/workshop with excellent lighting facilities, suitable for audiences of not more than seventy-five. Although main stage plays are usually directed by a member of the faculty, the Drama Lab allows students to direct plays themselves and to experiment with dramatic styles. A sample of productions from recent years includes plays by Albee, Ionesco, and Pinter but original student work is also performed here.

Theatre students are encouraged—but not required—to supplement their classwork by participating in any of the numerous productions mounted each year.



Music

The Music Department faculty consists of five full-time and several part-time instructors. Other highly qualified instrumentalists are available to teach voice, piano, organ, classical guitar, brass, percussion, strings, and woodwinds.

Andover offers courses for the beginner as well as for intermediate and advanced students both at the applied level (study of musical instruments or playing in a musical organization) and in the history, appreciation, and theory of music.

The Nature of Music, or Music 20, is the diploma requirement in music, and a prerequisite for most courses in the history, appreciation, and theory sections. A more advanced three-part course, Theory of Music, runs in sequence throughout the year.

Graves Hall, the department's newly renovated home, has large rehearsal halls for concerts as well as many individual practice and ensemble rooms, music classrooms, teaching studios and an electronic music studio. Graves Hall also houses

the Timken Recital Hall where faculty, guest, and student recitals take place. The Department also has a large, up-to-date record library and listening room.

The Chorus has a fully equipped rehearsal room and a library of music literature in the Cochran Chapel, a short distance away. The Chapel also houses two new organs for the use of beginning and advanced organ students. One is located in Kemper Chapel; the other, in the main chapel, is a 30-stop, double manual, tracker action instrument.



VISUAL ARTS

Introductory Studio Courses

Visual Studies
Visual Studies for Juniors
Introductory Design
Introductory Ceramics
Introductory Photography
Intermediate Studio Courses
Visual Studies (Art 10) is a pre-requisite for all intermediate courses.

Drawing
Animation
Two-Dimensional Design
Three-Dimensional Design
Intermediate Photography

Advanced Studio Courses
Visual Studies (Art 10) is a pre-requisite for all advanced courses.

Graphics and Photography
Computer Graphics
Painting
Filmmaking
Advanced Ceramics
Printmaking

Advanced Photography
Sculpture
Large Format Photography
Photo Journalism
Kinetics
Architecture
Contemporary Communications
Advanced Placement in Studio Art
Advanced Placement in History of Art

MUSIC

Applied
Beginning Instruments
Recorder Ensemble
Brass Ensemble
Woodwind Ensemble
String Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrumental and Vocal Lessons
The Nature of Music
Developing Musical Skills
Opera Seminar

History and Appreciation
Independent Study in the History and Literature of Music

Jazz
Popular Music in America

Theory
Orchestration and Conducting
Theory of Music I
Theory of Music II
Theory of Music III
Electronic Music
Advanced Techniques in Electronic Music

THEATRE AND DANCE

Theatre
Introduction to Acting
Public Speaking
Acting and Directing Workshop
Stagecraft
Play Production
Shakespearean Workshop
Playwriting

Dance
Introduction to Dance

CLASSICAL STUDIES

The chief aim of the Department of Classics is to help students rediscover the sense of order and ideals which has been the glory of the ancient world of Greece and Rome. Through its elective courses in Classical Studies, taught in English, students can survey the history and the thought of Classical Civilization and its influence and importance to their experiences in the world we face today.

CLASSICAL STUDIES

Greek Civilization
Roman Civilization
Etymology
Ancient History
Classical Mythology



ENGLISH

Convinced that level of achievement is more important than the number of years a subject is studied, the English Department has established modest but firm diploma requirements. Students must prove themselves competent in writing and reading through the English Competence course and, by taking the Literature Sequence, acquire a sense of the depth and breadth of their literary heritage. For students who enter in the 9th grade, English 10: The Journey, which is a preparation for the Literature Sequence, is also required.

Once the student has successfully completed the diploma requirements, opportunities multiply. Students may enroll in any of the Literature Sequence courses that they have not yet taken, or they may study any of the advanced or specialized courses offered by the department. Seniors may also qualify for an independent project supervised by the teacher of their choice.

ENGLISH

Required Courses

The Myth and The Journey (three terms for all Juniors)

English Competence (three terms for all Lower)

The Seasons of Literature (two terms for Uppers)

Shakespeare (one term for Uppers)

Competence/Literature (for all new Uppers)

English 350 (optional for one-year Seniors)

English 351 (for students with marginal English)

Elective Courses

Non-fiction Writing

Introduction to Writing

Creative Writing

Literature of Two Faces

Topics in English Literature

American Writers

Writers in Depth

Theme Studies

James Joyce

Man and God

20th Century Drama

Shakespeare on the Page and Stage

The Short Novel

Satire and Comedy

Novel and Drama Seminar

Literature of the Quest

Playwriting

Spenser and Milton

Images of Women

Chaucer and His Age

Studies in Literature



Graceful Bulfinch Hall (1819) has been in Academy use for more than 150 years as a recitation hall, gymnasium, and dining hall and now houses Andover's English classes. Dr. Oliver Wendell Holmes, class of 1825, immortalized "the classic hall" in his poem, "The School-boy," written over 100 years ago for the Academy's Centennial Celebration. In 1984, Bulfinch received a full interior restoration, to reflect its original early 19th century design.

HISTORY AND SOCIAL SCIENCE

The study of history and social science provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such a study is, an examination of other cultures, both European and non-Western, is crucial for broadening a student's understanding of an interdependent world. The department of history and social science, therefore, integrates the study of non-Western cultures into courses at every grade level.

For Juniors, the department offers a three-term survey of Western civilization from the ancient through the medieval world. Although the primary goal is familiarity with Western institutions and ideas, students examine contemporaneous developments in the non-Western world. Another sequence, primarily for Lowers, allows students to continue their survey of the modern world—both Western and non-Western—from the 14th through the 20th century. Through these elective courses, students learn skills and concepts essential to the study of history, and thus prepare for more advanced courses in the field.

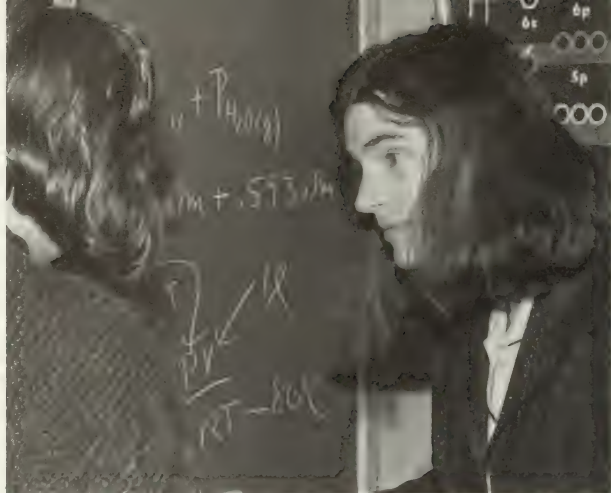
In the Upper year, most students study United States history. Three terms of U. S. history, followed by a term of non-Western history or international social science, satisfies the department's four-term diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government, International Relations. A yearlong Advanced Placement survey of Modern European history is also available to Seniors, Uppers, and exceptional Lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Men and Women and American Culture, Social History of Families in America, Courts and Constitutional Development, and Nuclear Weapons.

In the required United States history course and in several of the Senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the

raw materials of history. For qualified Uppers and Seniors, there are two programs of special interest: a student may spend the spring term in Washington, D. C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence.

HISTORY AND SOCIAL SCIENCE

Ancient History
Classical History
Medieval History
Early Modern World
The World in the Nineteenth Century
The World in the Twentieth Century
United States History
United States History for International Students
Modern European History
Introduction to Economics
Urban Studies Institute
Comparative Government
International Relations
The Russian Experience
Asia: China, Japan, and Southeast Asia
Africa and the World
The Middle East
Latin American Studies
History and Mathematics
Victorian England: England in an Age of Expansion
Issues in Economics
American Race Relations
Men, Women and American Culture
Nuclear Weapons: Proliferation and Responses
The Renaissance
A Social History of Families in America
The Courts and Constitutional Development,
1935-1985



MATHEMATICS

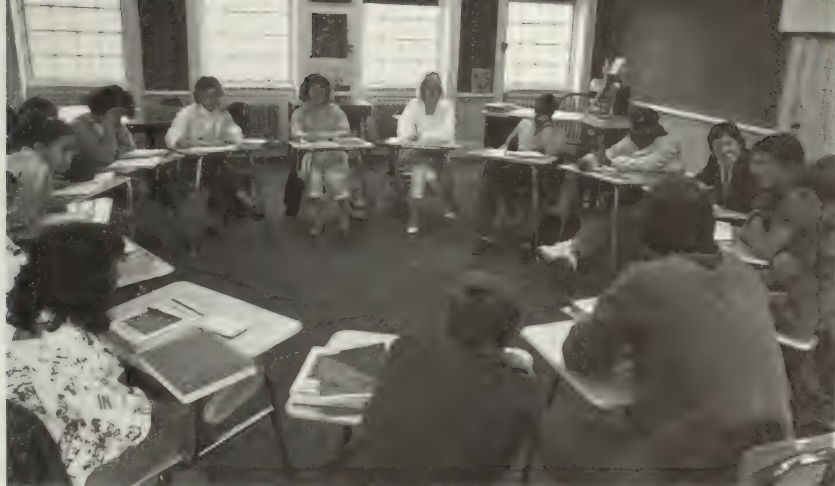
Mathematics at Andover is addressed to several overlapping audiences within the student body: the future citizen of late twentieth century society, immersed in a culture which has been shaped to a large extent by mathematical perceptions of reality; the future user of mathematics, whose vocation may depend upon special knowledge of a mathematical sort; and the future mathematical scholar, who may turn his or her energies and curiosity to the organization of mathematical knowledge.

The mathematics curriculum is built around a core sequence of eight trimester courses, three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Students whose previous course was elementary algebra will take *Geometry* unless our placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy our diploma requirements by taking intermediate algebra and the first two precalculus trimesters unless the

placement test shows a need for *Algebra Consolidation* first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses, descriptions of which may be found in the *Course of Study*. Over one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement Examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra and vector analysis.

The Mathematics Department is located in Morse Hall, which also houses two computer labs. One lab has 16 IBM Personal Computers (networked) and the other has 7 Apple IIe computers. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.



The community of students who like math at Andover is sizeable. They share their curiosity and knowledge by offering to tutor other students at the school, and by participating in interscholastic competition under the aegis of the Math and Computer Clubs.

MATHEMATICS

Courses leading to satisfaction of the diploma requirement

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions

Elective Courses

Analytic Geometry
Calculus
Computer Programming: beginning, intermediate and advanced
Linear Algebra and Vector Calculus
Probability
Statistics
Discrete Mathematics

FOREIGN LANGUAGES

As long ago as 200 B.C. the Latin poet Ennius used to say that because he knew three languages he had three hearts. Andover can render no finer service to today's world than to send forth its alumni with many hearts, ready and able to feel for, to understand, and to respond to the millions of people who speak languages other than English.

Acknowledging the importance of foreign languages, Andover requires for the diploma three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. Small classes make possible maximum participation, with supplementary practice provided by our versatile language laboratory. There are

opportunities to join accelerated classes which complete, for example, the work of four years in three.

At the 4th-, 5th- and 6th-year levels the study of literature may be supplemented by courses in the art, history, geography and music of the foreign country. In upper-level courses students can prepare for Advanced Placement Examinations in language and literature and qualify for advanced courses when they enroll in a college. Superior students may carry out independent projects under careful guidance.

At all levels of study, progress in the foreign language is facilitated, and the resources of the classroom are expanded, through occasional use of communication media (periodicals, radio, videotapes, computers) and such activities as the staging of plays, the use of the school's radio station for broadcasts in foreign languages, festivals, language tables in the dining room, movies, clubs, visits by performing groups, and trips to language events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

For Andover's School Year Abroad program, and other foreign off-campus opportunities, see page 46.

Chinese

Traditions in China are deep and have been unfamiliar to Western eyes and ears for centuries. In the modern world we have a shared future. Understanding and learning the Chinese language is a key to that future. Andover is one of very few secondary schools to commit itself to a fully integrated, five-year program in Mandarin Chinese.

French

Before the outbreak of the French Revolution, French was considered the universal language of the West. It was the language of diplomacy, was already flourishing as a literary medium and, because of its clarity and precision, reflected both French culture and philosophy, influencing the development of democratic institutions in the United States as well as in other countries. The

study of French rewards the student with the ability to communicate with French-speaking peoples and to appreciate the importance of order in expression, broadening his views through a growing familiarity with the rich and lively literature and civilization that the language represents.

German

German is central Europe's principal language, and knowledge of it opens up an understanding of European culture and affairs. Students may learn German to read the works of Goethe, Schiller, Lessing, Kafka, Hesse, Brecht and Grass in their original form, or to follow the arguments of Hegel and Nietzsche, or perhaps to understand more intimately the background of modern socialism and democracy in the world. Many of the most important developments in modern physics, electronics, chemistry and engineering were originally published in German, and American businesses are realizing increasingly the importance of personnel able to speak German.



Greek

Through the study of Greek, the Department of Classics offers students a feast at the banquet of the first and still most relevant literature of the Western World. Through direct experience with such men as Homer and Plato, students will discover a sense of order and ideals in the expectation that they may apply it, in turn, to the challenges they face today. Greek, as one of the languages chosen to fulfill the diploma requirement, is often elected by students as a second or even third language in conjunction with Latin or a modern language. It remains an important basic course for students with a deep interest in literature or philosophy.

Italian

The growing popularity of Italian in American schools and colleges reflects a growing awareness of the charm of the Italian language and of the rich cultural heritage which it serves. Andover's intensive course for Seniors attracts students with rich experiences in other languages, is conducted in Italian, and has the scope and pace of a course for college freshmen.

Latin

Latin—still? Yes, as futuristic nightmares and present turmoils are reawakening a search for order, perspective and ideals in the human experience, names like Cicero, Vergil, and the *pax Romana* not only symbolize great milestones in that search but also suggest habits of mind that produce enduring greatness—the same habits of mind that show up so clearly in a sentence, paragraph or entire work of Latin literature.

Through the study of Latin, the Department of Classics offers students direct experience in Latin literature, both in the original and in translation, which is rightly called the mother tongue of Western Civilization. Latin, as one of the languages frequently chosen to fulfill the diploma requirement, is also often chosen as a second or third language. It is a particularly valuable experience for students of other European

languages who have an interest in doing advanced study in foreign languages.

Russian

Approximately forty percent of Russian secondary school students are learning English. A fraction of one percent of American secondary school students study Russian. For cooperation, understanding, and influence, our doctors, diplomats, scientists, and businessmen should be able to communicate with Soviet counterparts in Russian.

Since secondary school is the best place to begin, Andover has established a rich program for our beginning as well as our advanced students.

Spanish

The Spanish Department is anxious to help students discover the varied cultural heritage of the Spanish-speaking world through intensive study of the language, both spoken and written.

It seems particularly important to learn a language spoken everyday by millions of Americans across the U.S. In addition, Hispanic literature, from Cervantes to Borges, has played a vital role in world literature, as attested by the frequency with which Hispanic writers have been awarded the Nobel Prize for Literature.

Students who enter the professions will find Spanish an indispensable tool. But whatever they do, Spanish will be the key to a richer, more rewarding life.

The Language Laboratory

The Language Laboratory, located on the second floor of Samuel Phillips Hall, is a facility designed to expand and enhance the classroom experience in foreign languages. Consisting of a microcomputer-controlled cassette system, the lab offers a variety of teaching and learning possibilities for classes or individual students. With a master console and 28 student positions, the lab is always available and supervised during class hours and evenings.

FOREIGN LANGUAGES

Italian offers an intensive introductory course for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration at those levels. Students are then eligible for the following courses:

Chinese

Literature, Philosophy and Language Review
Literature, History and Current Events

French

Language and Review and Contemporary French Life
Selected Readings
Village Français
French Civilization
Conversation and Phonetics
Written Expression
Literature and Film: French Theatre
French Literature
French History
French Civilization Outside of Europe
Québec et les Québécois
Stylistics

Advanced Placement
Contemporary Literature
German
Literature, Composition and Conversation
Language and Literature for Advanced Placement
Special Topics

Greek

First Year: basics of language and culture
Accelerated First Year: two years in one
Second Year: Xenophon, Plato, New Testament
Third Year: Homer and Euripides
Fourth Year: Sophocles, lyric poetry, Thucydides

Latin

First Year: basics of language and culture
Accelerated First Year: two years in one
Second Year: Cæsar, Ovid, Nero
Third Year: Cicero, Vergil, Apuleius
Fourth Year: Vergil, Suetonius, Catullus
Fifth Year: Vergil, Tacitus, Pliny, Horace

Russian

Literature, Composition and Conversation
Advanced Literature, Composition and Conversation
Russian Press
Literature
Special Topics
Russian History and Literature

Spanish

Second and Third Year, Advanced, with winter term in Mexico
Spanish Language Review
Aspectos de la Cultura y Civilización del Mundo Hispánico
Introduction to Literature, with Grammar Review
Literature and Culture, with Grammar Review
Literature for Advanced Placement
Advanced Studies in Literature
Special Topics: Literature, Sociology, Culture
Latin American Studies



PHILOSOPHY AND RELIGIOUS STUDIES

The department seeks to initiate students into three distinctive and interrelated human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field, but also to assist the student in effecting personal appropriation of the search and in developing the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry, so far as these may take us. It seeks to encourage growth in understanding and empathy among different cultures, traditions and social groups. Beyond this the department is not committed to any particular pattern of expression or response to the area of study. No topic, subject or pattern is excluded a priori. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty and the potential for furthering general departmental goals.

Courses are term contained, involve four prepared class periods and are offered at various levels on the following topics:

The Biblical World View
The New Testament Perspective
Religious Discoverers
Varieties of Religious Experience
Introduction to Non-Western Religions
Introduction to Ethics
Proof and Persuasion
Responses to the Holocaust
Views of Human Nature
Law and Morality
Bioethics
Nonviolence in Theory and Practice
In Search of Meaning
Existentialism
In Search of Justice
Great Philosophers

SCIENCE

Biology

Andover provides ample opportunity to develop interest in the biological sciences. In addition to two yearlong courses in introductory biology, the department offers three courses on the advanced placement level, three intermediate courses, and three elementary courses which are particularly well suited to serve younger students. The introductory courses give students a general background and an understanding of some of the current trends in biology. Field trips, laboratory work, independent projects, lectures, slides, films, and video tapes are all part of the courses. Most of the laboratory work performed during the spring term is devoted to independent projects.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) as well as providing additional work in biology for students who enjoyed the introductory courses.

Because of recent changes in the Advanced Placement examination we have chosen not to offer a course specifically directed at advanced placement. Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses review material presented in introductory courses, present new concepts and techniques, and permit us to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses gives students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used on our Apple II microcomputers. Many students who take the advanced sequence take the Advanced Placement examination.



Bird watching trips are sponsored occasionally throughout the year by the Natural History Club for interested students who may or may not be enrolled in a biology course. A small animal collection consisting of rats, mice, gerbils, and various reptiles is maintained in Evans Hall. Its population varies with student interest, the reproductive rate of the animals and the dietary needs of the resident boa. In the basement of Evans Hall there is a superb bird collection on loan from Harvard University and an extensive shell collection is exhibited in various parts of the building.

The Evans Hall greenhouse is a refreshing place to visit during the long winter months. Students grow plants there or start potted plants for their own rooms. An environmental growth chamber is available for those interested in experimenting with photoperiodism.

Chemistry

A variety of Chemistry Department offerings are designed to suit the range of interests and abilities of the students in their study of the composition and interactions of the physical world. Three levels of yearlong courses introduce students to atomic structure, elements, chemical

reactions, bonding, gases, liquids, solids, solutions, thermochemistry, kinetics, acids and bases, electrochemistry, nuclear reactions, and organic molecules. There are Advanced Placement offerings for one year or two years of study. In addition, a series of term courses are offered in such areas as general chemistry, organic chemistry, chemistry of nutrition, environmental chemistry, geology, chemical research, and, for ninth graders, an introduction of elements and compounds, which is a lab-oriented class.

The observation and interpretation of chemical phenomena are central in the chemistry curriculum. Students perform laboratory experiments related to course work as well as observe classroom demonstrations. A quantitative understanding of these phenomena is achieved through frequent problem solving. Class library projects, in which students read in the literature on the greenhouse effect, acid rain, and toxic wastes, aim for an appreciation of the application of chemical principles to the "real world."

The department has excellent equipment for experiments in elementary syntheses and analysis, including analytical balances, visible and infrared spectrophotometers, pH meters, voltmeters, a gas chromatograph and a bench top furnace.

Physics and Astrophysics

The Physics Department offers several introductory courses at various levels of difficulty in order to meet the needs of Andover students. Some representative topics are mechanics, waves, heat, electromagnetism, light, and "modern physics." Laboratory work, classroom demonstrations and extensive problem solving enable students to develop both a qualitative and quantitative understanding of the concepts of physics. Also offered are courses including electronics, astronomy, relativity and early quantum theory, and university-level Advanced Placement physics.

The Physics Department operates the Thornton Observatory which houses a research-grade 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses as well as in

project work; recent projects have included such areas as solar, lunar and planetary study; astrophotography; computer simulations; and orbit analysis.

The department is well equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, and computers for rapid data analysis, word processing or programming. These items and many more are available and used in classroom demonstrations and student laboratory work.

Past student projects have included laser transmission of information, holograms, the construction of an electronic calculator, speed of light measurements, determinations of the electronic charge and mass, interferometer measurements, and finding the gravitational constant.

PSYCHOLOGY

The Psychology Department offers a variety of elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration. The Introductory Psychology and Developmental Psychology courses offer an overview of the fundamental ideas and classic experiments in psychology and consider the complexity of human and social development.

Biology

Introduction to Zoology
Oceanography
Ornithology
Introductory Biology
Biology
Human Ecology
Human Biology
Animal Behavior
Ecology and Evolution
Human Physiology
Molecular Biology
Laboratory Research in Biology and Chemistry

Chemistry

Elementary Introductory
Chemistry
Introductory Chemistry
Research in Chemistry
Elementary Organic Chemistry
Advanced Placement Chemistry
Honors Introductory
Chemistry—Advanced
Placement
Geology

Physics
Observational Astronomy



Dr. Charles Abbot, class of 1891, a solar energy pioneer and head of the Smithsonian Institution for many years, predicted in the early 1940's that solar energy would become the primary source of power when oil and coal were depleted. In 1972 he received his last patent, for a device to convert solar energy into electricity, shortly before his 100th birthday.

Cosmology—The Universe Beyond
the Solar System
Introductory Physics
Advanced Physics
(B-level, Advanced Placement
C-level, Advanced Placement)
Electronics
Relativity and Quantum Mechanics

PSYCHOLOGY

Introductory Psychology
Developmental Psychology

OTHER COURSES

STUDY SKILLS

Basic Study Skills
Efficient Reading Skills
Language Skills

PHYSICAL EDUCATION

All Juniors and new Lower
Middlers are required to elect
one trimester of P. E. 10 in
addition to their regular athletic
commitment.
Physical Education



Complementary Programs

Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be utilized as complements to this school. Thus far, the multiple schools idea has taken form in several program models which are open to Phillips Academy students as well as students from other schools.

The Phillips Academy Summer Session

The Phillips Academy Summer Session is a six-week, intensive academic program in which both innovative and traditional courses are taught. Courses in all subjects and at all levels demand hard work—harder work than most students have ever before experienced. In addition to English, modern languages, mathematics, history, and the sciences, the curriculum offers such opportunities as Social Psychology, Great Philosophers, Law and Morality, Modern Astronomy, Oceanography and Marine Biology, and Economics.

Other features of the Summer Session are special courses in writing, including the nationally known "Competence in Writing" (developed at Phillips Academy); an expanded ESL Program (English as a Second Language) for foreign students who wish to achieve English fluency; a Chamber Music Program which provides a unique opportunity for able music students in all combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of the visual arts who wish to develop a portfolio in preparation for the Advanced Placement Examination in Studio Art.

The Summer Session makes use of all the school's facilities and is open to able boys and girls from all parts of the country and abroad. Applicants must be graduates of the 8th, 9th, 10th or 11th grades. A catalog can be obtained by writing:

Elwin Sykes, Director
The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810
Tel. (508) 475-3400, ext. 4400

(MS)²: Math and Science for Minority Students

The (MS)² Program—Math and Science for Minority Students—offers black, Hispanic, and American Indian students from selected urban centers mathematics and science. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Further information can be obtained by writing:

Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810
Tel. (508) 475-3400, ext. 4405

Students currently enrolled at Phillips Academy's regular session are ineligible to attend the Andover Summer Session or the (MS)² Program. Students attending the Andover Summer Session or the (MS)² Program may not apply for admission to the Academy's regular session for a full calendar year.



Randy Peffer, an instructor in English, author, and a contributing photographer to *National Geographic* magazine, created a new course in the 1985 Summer Session entitled "Oceans." A combination of marine biology, environmental studies, and oceanography, the course includes four weeks of study in the labs at Andover, and two weeks "in the field," sailing along the New England coastline aboard the 55' schooner *Madame Sarah Abbot*, named for the founder of Abbot Academy.

School Year Abroad

School Year Abroad offers to qualified Upper Middlers and Seniors a full academic year of living and studying in France or Spain. Originated by Andover, SYA is now jointly sponsored by Andover, Exeter and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or strong preparation for college. Students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and Spanish or French) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel, all college boards, and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. A catalog can be obtained by writing:

Woodruff W. Halsey II, Director
School Year Abroad
Phillips Academy
Andover, MA 01810

Trimester Programs in Foreign Countries

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities: Fall Term, Novosibirsk, Soviet Union; Paris, France; Winter Term, Göttingen, Germany; Madrid, Spain; Antibes, France; Spring Term, Guadalajara, Mexico; Bologna, Italy; Beijing, China; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each program has its special characteristics. For more information consult the Chair of the Division of Foreign Languages.

Other Off-Campus Programs

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Phillips Exeter Academy, allows a group of Upper Middlers and Seniors to spend the spring term in Washington working in the offices of U.S. Senators and



Representatives. Phillips Academy tuition, fees, and financial aid do not cover the cost of this program.

The Mountain School Program of Milton Academy is a semesterlong program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. Phillips Academy students may participate fall term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on the Mountain

School farm which supplies most of the food and heat for the school.

In addition to the School Year Abroad Program, term-contained opportunities for study abroad are available for Seniors with advanced language skills. It is also possible for Seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of school-sponsored programs.



Athletics



Following the merger of Abbot and Phillips Academies in 1973, the girls began to share more than the classroom with the boys. The first Phillips Academy Girls' Varsity Ice Hockey team was formed in 1977, and continues today with matches against many independent schools, colleges and universities in New England.

In sports, as in studies, students are expected to meet basic requirements and are given wide choice in broadening and deepening their skills, interests and dedication in athletics. Juniors and new Lowers take a challenge-based Physical Education Course five hours a week for one term in addition to afternoon athletics. While taking this course, students are tested for physical aptitude and instructed in safety, health and exercise physiology.

The required afternoon athletic program includes a wide variety of offerings in varsity and sub-varsity competitive interscholastic sports, in intramural cluster-organized athletics and in instructional, recreational and fitness activities. New students are strongly encouraged to participate for at least one term at Andover in a team sport or a dance performance program.

The school maintains several athletic facilities which include 17 playing fields and 25 tennis courts; the Sorota Track, the Borden, Memorial and Abbot Gymnasium Complex with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room, and weight training rooms; the Case Memorial Cage with its indoor track; the Sumner Smith Hockey Rink; the crew boathouse on the Merrimack River; the ski trails and jump at Holt Hill; and the Search and Rescue Room in Evans Hall which provides the base of operations for Andover's popular outdoor program.

Phillips Academy is committed to a required athletic program that provides a variety of sports and activities to its students. The Academy discourages overspecialization in sports at this age level.

The Athletic Department oversees the program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

Isham Infirmary

Phillips Academy employs a full-time physician/medical director, a licensed school nurse-practitioner, and registered nurses to staff Isham Infirmary. Isham has approximately 600 inpatient admissions and 7500 outpatient visits per school year. There are dentists and a dental hygienist who are available for routine care and emergencies. An orthopedic clinic is run weekly by an orthopedic surgeon, in conjunction with three full-time athletic trainers who supervise rehabilitation, prac-

tices and athletic competitions. A dermatology clinic is held monthly and a registered dietitian is available for consultation with students upon request. The Graham House Counseling Center employs three psychologists, who are available to students seven days a week.

The Isham staff maintains close contact with approximately forty medical and dental specialists in the greater Lawrence and Boston communities, who are readily available for consultation. Isham Infirmary also welcomes requests for follow-up and continuing care from students' home physicians.

ATHLETICS

FALL TERM

Boys

Ballet
Basics (fitness)
Crew
Cross-Country
Football
Karate
Modern Dance
Paddle Tennis
Search & Rescue
Soccer
Squash
Table Tennis
Tennis
Water Polo
Yoga

Girls

Ballet
Basics
Crew
Cross Country
Field Hockey
Karate

Modern Dance
Paddle Tennis
Search & Rescue
Soccer
Squash
Table Tennis
Tennis
Volleyball
Water Polo
Yoga

WINTER TERM

Boys

Aikido
Ballet
Basics
Basketball
Gymnastics
Hockey
Modern Dance
Paddle Tennis
Search & Rescue
Skiing:
Competitive
(Alpine and Nordic)

Recreational
(Cross Country)
Squash
Swimming
Track
Wrestling
Yoga

Girls

Aikido
Ballet
Basics
Basketball
Gymnastics
Hockey
Modern Dance
Paddle Tennis
Search & Rescue
Skiing: Competi-
tive (Alpine and Nordic)
Recreational (Cross Country)
Squash
Swimming
Track
Yoga

SPRING TERM

Boys

Ballet
Baseball
Basics
Crew
Cycling
Golf
Karate
Lacrosse
Modern Dance
Search & Rescue
Softball
Squash
Tennis
Track
Yoga

Girls

Ballet
Basics
Crew
Cycling
Golf

Karate
Lacrosse
Modern Dance
Paddle Tennis
Search & Rescue
Softball
Speedball
Squash
Tennis
Track
Yoga



In the 1840's the widow of Principal Osgood Johnson devoted herself to the care of sick Seminary students at Samaritan House, built and named for that purpose, now a student dormitory. In spite of this, rows of gravestones mark the toll of epidemics. An Academy graduate of 1890 reports that no such care as Widow Johnson's was available to the Academy students of the 1890's: "There was no infirmary. If you were ill, it was nobody's business but your roommate's, who brought you meals from Marland's unappetizing fare."

CALENDAR 1990-91

Fall Term

| | |
|------------------|--------------------------------------|
| Sept. 9, Sun. | Faculty return |
| Sept. 13, Thurs. | New students arrive and register |
| Sept. 15, Sat. | Old students return and register |
| Sept. 17, Mon. | Classes begin |
| Oct. 19, Fri. | Mid-term academic review |
| Oct. 26-28 | |
| Fri.-Sun. | Parents' Weekend (all parents) |
| Oct. 29, Mon. | College Visiting Day (no classes) |
| Nov. 20, Tues. | Thanksgiving vacation begins, 1 p.m. |
| Nov. 26, Mon. | Thanksgiving vacation ends, 8 p.m. |
| Dec. 3, Mon. | Classes end, 1 p.m. |
| Dec. 8, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|----------------|---------------------------------|
| Jan. 3, Thur. | Winter vacation ends, 8 p.m. |
| Feb. 1, Fri. | Mid-term academic review |
| Feb. 4, Mon. | Mid-winter holiday (no classes) |
| March 5, Tues. | Classes end, 1 p.m. |
| March 9, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|-----------------|-----------------------------------|
| March 26, Tues. | Spring vacation ends, 8 p.m. |
| April 22, Mon. | College Visiting Day (no classes) |
| April 26, Fri. | Mid-term academic review |
| May 25, Sat. | Classes end, 12 noon |
| June 2, Sun. | Commencement |
| June 7-9 | |
| Fri.-Sun. | Alumni Reunions |
| June 27, Thurs. | Summer Session begins |
| Aug. 7, Wed. | Summer Session ends |

Admission

"Youth from Every Quarter"

The School's *Constitution*, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high

performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see School Costs and Affordability, page 54).

Day Students

Effective at the start of the 1990-91 academic year, Phillips Academy will change its policy on who may apply as day students. Beginning in September, 1990, students residing in several cities and towns may choose whether to apply as day students or as boarders.

Important: This is a one-time only choice which must be made when the application is submitted to the Admission Office.

Students residing in Andover or in North Andover *must* apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of home living vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.

APPLICATION PROCEDURE

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$500 is required to reserve a place at the time admission is offered to an applicant.

If you have a question:

About Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line:
(508) 475-9353

Academy switchboard:
(508) 475-3400 ext. 4050

Office hours:

Monday through Friday, 8:30 a.m. to 4:30 p.m.
Saturday, 8:30 a.m. to 12:00 noon, October 1
through January 31.

Steps To Be Completed For Application

1 Submit The Preliminary Application Card and the non-refundable \$30 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application Card and Fee are received.**

2 Complete The Personal Interview Requirement. Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview and be sure to dress with the weather in mind. **Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 58.)**

3 Return The Final Application Forms. Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned **as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for application to be complete.** Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by FAX.

4 Take The Secondary School Admission Test. (12th Grade or Postgraduate candidates are not required to take the SSAT.) Although we prefer the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so.

Secondary School Admission Test

The Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, NJ 08540, will be sent by Andover to all 1990-91 candidates who have filed a Preliminary Application. This Bulletin describes the Secondary School Admission Test, which will be given on the following dates:

| | |
|------------------|-------------------|
| December 8, 1990 | January 19, 1991* |
| March 2, 1991 | April 27, 1991* |
| | June 15, 1991 |

**International administration*

Candidates are strongly urged to take the SSAT administered in December, 1990. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1991 administration.

Early Decision

Andover does not participate in any early decision plan for admission.

Twelfth Grade Or Postgraduate Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (P.S.A.T.) or the Scholastic Aptitude Test (S.A.T.) of the College Board Scholastic Aptitude Tests (C.E.E.B., Box 592, Princeton, NJ 08540).

Postgraduates are full-fledged members of the Senior Class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

School Costs and Affordability

Tuition and Fees, 1990-91

The tuition charge for 1990-91 is \$14,600 for boarding students and \$11,150 for day students.

The average annual cost to educate a student at Andover is approximately \$21,500. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends.



To reserve a student's place for a given school year, a deposit in the amount of \$500 must be received by May 1 in the case of a returning student, or by the acceptance deadline in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1, and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the fall tuition for any student who withdraws, is dismissed, or is absent for any reason after registration in the fall. No refund will be made against the final payment for any student who withdraws, is dismissed, or is absent for any reason after returning to school at the beginning of the winter trimester.

An optional Tuition Refund Plan is offered, at 2.0% of tuition, to protect against the departure of a student for any reason. Under this plan 75% of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring along whatever other personal athletic equipment they already possess.

Other Expenses

Tuition charges do not include tutoring, language training, special instruction in music or certain athletics, materials fees for art courses, medical expenses, laundry, textbooks, dues to school organizations or breakage and damage to school property. Tuition charges do not include cost of participation in the Washington Intern Program, School Year Abroad, or other off-campus programs.

Many of these expenses will be similar to those a student would experience if he or she were at

home: laundry and cleaning; dues and publications and spending money. Travel expense will vary according to home location. Books and supplies depend on course selection, and are approximately \$850.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave any time. The diploma of the Academy will not be awarded to Seniors whose school accounts are not paid in full by June 1.

Financial Aid and Financial Planning

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Scholarship Grants for low-income families, and Scholarship Grants and low-interest, deferred-payment Student Loans for a broad spectrum of need. To help all Andover families with financial planning, the school has created The Andover Plan, an innovative package of five payment options.

Financial Aid Budget: \$4,700,000

Scholarship Grants: \$4,450,000

Average grant for
returning students: \$9,750

Student Loans: \$250,000 in 1990-91

(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.



To apply for financial aid:

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, NJ. The SSS uses a formula nationally accepted among independent schools to analyze need, and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover *prior to January 15*, along with the most recent IRS 1040 form, or other income tax form used.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

In case of divorced or separated parents:

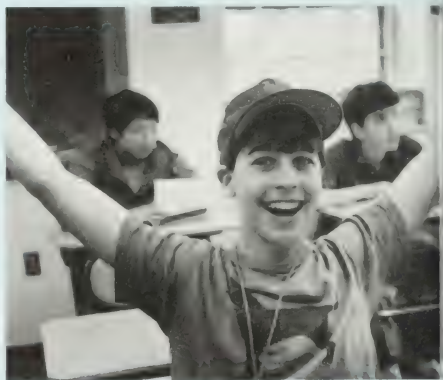
The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10.

For more detailed information, direct your letter or telephone call to the Director of Financial Aid, Phillips Academy, Andover, MA 01810. Telephone: (508) 475-3400 (ext. 4050).

Financial Planning: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, last February Andover created The Andover Plan, five different payment options, which were designed with the help of the Philadelphia National Bank and the Knight Tuition Payment Plans of Boston. Briefly the options are: a one-time tuition payment that avoids tuition increases; fixed monthly payments that avoid tuition increases; access to a revolving credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.



THE ANDOVER PLAN

| Guaranteed Tuition: Single Payment | Guaranteed Tuition: Extended Payment | Annual Educational Expenses Line of Credit | Monthly Budgeting Plan (Ten Month Payment Plan) | Insured Tuition Payment Plan |
|---|---|---|---|--|
| Families prepay tuition on their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g., four for a junior, three for a senior, two for an upper. | Families prepay tuition for a student's entire Andover education at the entry-level cost times the number of years through a loan with fixed monthly payments extending beyond graduation Loan convertible to college loan with extended repayment terms Repayment term of 10 years Interest rate fixed for term of loan or variable at prime plus one percent | Annual tuition expenses (or family contributions for financial aid recipients) can be borrowed as needed at prime plus one percent Loan convertible to college loan with extended repayment terms Repayment up to 14 years from first use of line of credit (1/120 of outstanding balance per month) Pay tuition bills as due via Philadelphia National Bank checks made payable to Phillips Academy | Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments Application fee of \$50 Participation on a yearly basis Family pays Knight Tuition Payment Plans which pays Phillips Academy | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest Application fee of \$50 Multiple year plan |
| Tuition increases | No tuition increases Loans can be secured with a second mortgage, permitting deductibility of interest No origination fee and low interest rate | Flexibility by having access to a revolving line of credit Loan can be secured through a second mortgage, permitting deductibility of interest Borrow only amount needed No origination fee and low interest rate | No interest Payments are spread over 10 months Optional life and disability insurance Families may budget any annual amount of expense over 10 months | No finance charges No credit check Interest is paid on any net deposits Life and total disability insurance provided from the date of the first payment Payments are spread over the period of education, e.g., four years for a junior, three for a senior, two for an upper, one for a senior Families can begin saving for college |
| Families not receiving financial aid | Families not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid |
| Repayment of entire year, three, or two years of tuition at first year's rate | Repayment of loan begins immediately | Repayment of loan begins immediately | Monthly payments to Knight | Monthly installments to Knight |
| Family funds | Loan | Loan | Family funds | Family funds |

Alumni Admission Representatives

While it is advisable from the student's point of view to visit the school, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone for an interview with the most conveniently located Alumni Admission Representative. When you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative Interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

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Statistical Information for 1989-90



In 1864 Shimeta Neesima left Japan as a stowaway on the clipper ship *Wild Rover* for America and sold his samurai sword for a Chinese New Testament. He was adopted by the shipowner, an Andover trustee, was christened Joseph Hardy Neesima, graduated from Andover in 1867, later from Amherst and the Andover Theological Seminary, and became the first Japanese to be ordained a Congregationalist minister. Neesima returned to Japan to found The Doshisha, a great university in Kyoto dedicated to Japanese and Christian ideals. Doshisha recently celebrated its 101st birthday.

Geographical Distribution*

| | |
|----------------------|-------------|
| U.S.V.I. & P.R. | 4 |
| Massachusetts | 400 |
| Rhode Island | 6 |
| New Hampshire | 44 |
| Maine | 16 |
| Vermont | 13 |
| Connecticut | 58 |
| New Jersey | 35 |
| New York | 153 |
| Pennsylvania | 31 |
| Delaware | 1 |
| District of Columbia | 9 |
| Maryland | 18 |
| Virginia | 21 |
| West Virginia | 6 |
| North Carolina | 19 |
| South Carolina | 7 |
| Georgia | 5 |
| Florida | 24 |
| Alabama | 1 |
| Tennessee | 6 |
| Mississippi | 3 |
| Kentucky | 8 |
| Ohio | 18 |
| Indiana | 4 |
| Michigan | 8 |
| Iowa | 8 |
| Wisconsin | 2 |
| Minnesota | 2 |
| South Dakota | 0 |
| North Dakota | 1 |
| Montana | 0 |
| Illinois | 35 |
| Missouri | 2 |
| Kansas | 1 |
| Nebraska | 1 |
| Louisiana | 1 |
| Arkansas | 2 |
| Oklahoma | 5 |
| Texas | 20 |
| Colorado | 10 |
| Wyoming | 2 |
| Idaho | 1 |
| Utah | 0 |
| Arizona | 8 |
| New Mexico | 1 |
| Nevada | 0 |
| California | 80 |
| Hawaii | 2 |
| Pacific Islands | 1 |
| Oregon | 5 |
| Washington | 7 |
| Alaska | 0 |
| TOTAL U.S. | 1115 |

*Based on place of current residence, not citizenship.

| | |
|----------------------------|----|
| Austria | 1 |
| Bahamas | 1 |
| Bangladesh | 1 |
| Belgium | 2 |
| Bermuda | 3 |
| Botswana | 1 |
| Brazil | 1 |
| Canada | 6 |
| Republic of China | 2 |
| People's Republic of China | 3 |
| Ethiopia | 1 |
| France | 8 |
| Germany | 4 |
| Great Britain | 1 |
| Greece | 1 |
| Hong Kong | 6 |
| India | 1 |
| Italy | 2 |
| Ivory Coast | 1 |
| Japan | 3 |
| Jordan | 1 |
| Korea | 1 |
| Kuwait | 1 |
| Mexico | 3 |
| Nigeria | 2 |
| Norway | 1 |
| Pakistan | 1 |
| Panama | 1 |
| St. Lucia | 1 |
| Saudi Arabia | 9 |
| Senegal | 1 |
| South Africa | 2 |
| Spain | 7 |
| Switzerland | 2 |
| Syria | 1 |
| Thailand | 1 |
| Tunisia | 2 |
| USSR | 11 |
| United Arab Emirates | 2 |
| Zambia | 1 |

| | |
|---------------------|-------------|
| Total Foreign | 100 |
| Total U.S. | 1115 |
| SCHOOL TOTAL | 1215 |

| | Girls | Boys | Total |
|-------------------------|-------|------|-------------|
| Seniors | 190 | 215 | 405 |
| Uppers | 148 | 171 | 319 |
| Lower | 142 | 161 | 303 |
| Juniors | 94 | 94 | 188 |
| | 574 | 641 | 1215 |
| Total Boarding Students | | | 945 |
| Total Day Students | | | 270 |
| TOTAL | | | 1215 |

College Admission

Admission to colleges is not based on a student's mere presence at Andover, but is based on how well the student has used this experience. At the center of a student's college candidacy lies the transcript, including the course of study and grades, fortified by teacher comments and standardized testing. All selective colleges exercise judgments relative to factors over and above academic ability in selecting a freshman class. While some of these factors relate to exceptional talents in one area or another, others are related to diversity in background and educational objectives.

The college admission picture is entirely different and infinitely more complex now than it was in past decades. Competition for admission to selective colleges is rigorous, and Andover students are encouraged to apply across a range of choices to colleges with varying degrees of selectivity. The one constant in all of this should be a real desire to educate oneself. To this end the College Counseling Office works with the class as a whole and with each candidate to help each one draw up a list of colleges that makes sense.

Phillips Academy seniors go to college well prepared for the academic program and social experience that lie ahead.



College Matriculations for the Class of 1989

The Class of 1989 applied to 200 different colleges and matriculated at 99 colleges and universities.

| College | Admitted | Matriculated | College | Admitted | Matriculated | College | Admitted | Matriculated |
|---------------------|----------|--------------|----------------------|----------|--------------|----------------------|----------|--------------|
| American U. | 3 | 1 | Gonzaga | 1 | 1 | St. Andrews/Scot. | 1 | 1 |
| American U./Paris | 1 | 1 | Grinnell | 3 | 1 | Skidmore | 14 | 2 |
| Barnard | 15 | 5 | Hamilton | 17 | 7 | Smith | 9 | 2 |
| Bates | 12 | 3 | Hampton U. | 3 | 1 | U. South (Swanee) | 1 | 1 |
| Bennington | 3 | 2 | Harvard | 28 | 22 | U. Southern Calif. | 5 | 2 |
| Boston College | 16 | 4 | Haverford | 6 | 3 | Stanford | 17 | 10 |
| Boston U. | 24 | 8 | Hobart | 4 | 1 | Swarthmore | 7 | 3 |
| Bowdoin | 6 | 4 | Holy Cross | 10 | 3 | Syracuse | 18 | 5 |
| Brandeis | 3 | 1 | Howard | 5 | 3 | Trinity | 18 | 4 |
| Brown | 41 | 23 | Ithaca | 3 | 1 | Tufts | 18 | 4 |
| Bucknell | 9 | 1 | Johns Hopkins | 18 | 1 | Tulane | 14 | 4 |
| U. of California | | | Kenyon | 8 | 2 | Union | 4 | 1 |
| Berkeley | 22 | 8 | Lake Forest | 3 | 1 | US Coast Guard Acad. | 1 | 1 |
| UCLA | 9 | 2 | Lewis & Clark | 1 | 1 | U. S. Naval Academy | 1 | 1 |
| Carleton | 3 | 2 | U. Lowell | 3 | 1 | Vanderbilt | 8 | 1 |
| Carnegie Mellon | 11 | 2 | Macalester | 11 | 2 | Vassar | 33 | 8 |
| U. Chicago | 15 | 2 | Marietta | 1 | 1 | U. Vermont | 20 | 2 |
| Colby | 17 | 4 | MIT | 10 | 8 | Virginia Tech. | 1 | 1 |
| Colgate | 10 | 4 | U. of Massachusettes | 19 | 4 | U. of Virginia | 9 | 2 |
| Colorado College | 6 | 3 | McGill/Canada | 8 | 2 | Washington College | 1 | 1 |
| U. of Colorado | 16 | 1 | U. of Michigan | 23 | 5 | Washington & Lee | 2 | 2 |
| Columbia | 19 | 11 | Middlebury | 11 | 5 | Wellesley | 12 | 3 |
| Columbia SEAS. | 6 | 3 | Mount Holyoke | 7 | 1 | Wesleyan | 30 | 8 |
| Concordia/Canada | 1 | 1 | New York Univ. | 13 | 3 | W. Virginia U. | 1 | 1 |
| Connecticut College | 11 | 2 | SUNY, New Paltz | 1 | 1 | Whittier | 2 | 2 |
| Cornell | 29 | 11 | UNC, Chapel Hill | 5 | 1 | William Smith | 7 | 1 |
| Dartmouth | 14 | 7 | UNC, Greensboro | 3 | 3 | William & Mary | 8 | 4 |
| Dickinson | 7 | 3 | Northwestern | 29 | 6 | Williams | 5 | 4 |
| Duke | 23 | 10 | Oberlin | 18 | 6 | Yale | 27 | 21 |
| Earlham | 4 | 1 | Occidental | 7 | 2 | | | |
| Emory | 17 | 7 | U. of Pennsylvania | 38 | 8 | | | |
| Friends World | 1 | 1 | Pomona | 8 | 1 | | | |
| Georgetown | 27 | 9 | Princeton | 19 | 12 | | | |
| George | | | U. Rhode Island | 3 | 2 | | | |
| Washington U. | 7 | 1 | Rice | 4 | 2 | | | |
| | | | U. Richmond | 4 | 2 | | | |
| | | | U. of Rochester | 12 | 2 | | | |



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B.A.

President

elected 1983

elected President 1989

Houston, Texas

DONALD W. MCNEMAR

B.A., M.A., Ph.D.

Clerk

elected 1981

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FREDERICK W. BEINECKE '62

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Treasurer

elected 1980

elected Treasurer 1989

New York, New York

WILLIAM WADE

BOESCHENSTEIN '44

S.B.

elected 1971

Perrysburg, Ohio

STEPHEN BRADNER BURBANK '64

A.B., J.D.

elected 1980

Philadelphia, Pennsylvania

RICHARD LEE GELB '41

A.B., M.B.A.

elected 1976

New York, New York

RICHARD GOODYEAR '59

B.A., LL.B.

elected 1989

Los Angeles, California

ROBERT LIVINGSTON

IRELAND III '38

A.B., LL.B.

elected 1960

New York, New York

CAROL HARDIN KIMBALL '53

A.B.

elected 1974

Lyne, Connecticut

ELIZABETH PARKER POWELL '56

B.A., M.A., M.B.A.

elected 1980

Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66

B.A.

elected 1988

New York, New York

ALEXANDER B. TROWBRIDGE '47

B.A.

elected 1985

Washington, D.C.

JOHN D. MACOMBER '46

B.A., M.B.A.

elected 1987

New York, New York

Alumni Trustees

KATE SIDES FLATHER '59

B.A.

elected 1986 for 4 years

Concord, Massachusetts

HENRY G. HIGDON '59

B.A.

President of Alumni Council

elected 1988 for 2 years

Greenwich, Connecticut

MOLLIE LUPE LASATER '56

B.A.

elected 1988 for 4 years

Ft. Worth, Texas

RICHARD JONES PHELPS '46

B.A.

elected 1988 for 4 years

Hingham, Massachusetts

DONALD L. SHAPIRO '53

A.B., B.A.

Co-Chairman of the Alumni Fund

elected 1988 for 2 years

New York, New York

GEORGE BUNDY SMITH '55

B.A., LL.B., M.A., Ph.D.

elected 1986 for 4 years

New York, New York

Trustees Emeriti

PHILIP KIRKHAM ALLEN '29

A.B.

1969-1980

Andover, Massachusetts

GEORGE BUSH '42

A.B.

1967-1980

Washington, D.C.

MELVILLE CHAPIN '36

A.B., J.D.

1974-1989 (President 1981-1989)

Cambridge, Massachusetts

JOHN LEWIS COOPER '31

A.B.

1968-1981

Dover, Massachusetts

CHARLES APPLETON MEYER '35

A.B.

1969-1988 (Treasurer 1976-1988)

Lake Forest, Illinois

JOHN USHER MONRO '30

A.B.

1958-1983

Jackson, Mississippi

GERARD PIEL '33

A.B., D.Sc., Litt. D., L.H.D., LL.D.

1969-1985

New York, New York

HEADMASTER'S OFFICE

DONALD WILLIAM MCNEMAR
Headmaster
B.A., M.A., Ph.D

JOHN BACHMAN
Executive Assistant to Headmaster
A.B., M.A., Ph.D.

JANE H. MUNROE
Executive Secretary to the Headmaster

OFFICE OF THE DEAN OF FACULTY

HELMUTH W. JOEL, JR.
Dean of Faculty
B.A., M.A., Ph.D

LYNDA DIAMONDIS
Secretary to the Dean of Faculty

OFFICE OF THE DEAN OF STUDIES

SUSAN R. MCCASLIN
Dean of Studies
A.B., M.T.S.

HERBERT HARRY MORTON, III
Registrar
A.B.

STEPHEN D. CARTER
Scheduling Officer, Associate Dean of Studies
Sc.B., M.A.L.S.

ROSEMARIE ARMSTRONG
Recorder
B.S.

DEANS OF THE RESIDENTIAL CLUSTERS

HENRY BOND WILMER, JR.
Dean of Residence
B.A., M.A.

REBECCA M. SYKES
Abbot Cluster
A.B., M.S.W.

PAMELA BROWN
Pine Knoll Cluster
L.D., B.A., M.Ed.

WILLIAM W. SCOTT
Rabbit Pond Cluster
B.A., M.A.L.S.

MARC DANA KOOLEN
West Quadrangle South Cluster
B.S., M.S.

LORING GOSFORD KINDER
Flagstaff Cluster
B.S., M.S.T.

DAVID B. POTTLE
West Quadrangle North Cluster
B.A., Ph.D.

PRISCILLA K. BONNEY-SMITH
Associate Dean
B.A., M.A.T., M.A.

BUSINESS OFFICE

NEIL H. CULLEN
Chief Financial Officer
B.A., M.A., Ph.D.

SUSAN GARTH STOTT
Director of Personnel and Business Services
B.A., M.C.R.P.

DONALD H. BADE
Comptroller
B.B.A.

JUDITH A. HAUPIN
Associate Comptroller
B.S.

OFFICE OF ADMISSION AND FINANCIAL AID

JEANNIE FORD DISSETTE
Dean of Admission
A.B., M.A.

JAMES F. VENTRE
Director of Financial Aid
B.A.

PETER L. DRENCH
Associate Dean of Admission
B.A., M.A.

ELIZABETH B. EATON
Admission Officer
B.A.

ROBERT A. EDWARDS
Associate Dean of Admission
B.A.

D. SCOTT LOONEY
Assistant Dean of Admission
B.A.

ELIZABETH E. MOORE
Associate Dean of Admission
B.A.

JOHN T. O'BRIEN
Assistant Dean of Admission
B.A., M.A.L.S.

HOLLY D. WESTON
Admission Officer
B.A., M.B.A.

FACULTY 1989-90

The date following the name indicates the year the instructor joined the Andover faculty. This reflects the faculty for the 1989-90 school year.

- J. ELAINE ADAMS (1982)
Instructor in Physics and Astronomy (on leave)
B.S. Gordon; Ph.D. Northeastern
- ALLEN C. ADRIANCE (1989)
Secretary of the Academy
A.B. University of North Carolina
- MAX ALOVISETTI (1986)
Director, Psychological Services, Chair, Psychology Department, Instructor in Psychology
B.A., M.A. City College of NY; Ph.D. Univ. of RI
- CHARLES EMORY APGAR, III (1969)
Instructor in Physics
A.B. Earlham; M.A.T. Brown
- JORGE ARTETA (1986)
Instructor in Spanish
B.A. Tufts
- VINCENT B.J. AVERY (1976)
Instructor in Religion and Philosophy on Margaret & Maurice Newton Teaching Foundation
S.T.L. Gregorian; S.T.D. Academia Alphonsiana, Rome
- JOHN E. BACHMAN (1987)
Executive Assistant to Headmaster
A.B. Johns Hopkins, M.A. Wesleyan, Ph.D. American University
- DONALD H. BADE (1975)
Comptroller
B.B.A. University of Wisconsin
- CARROLL WESLEY BAILEY (1970)
Director of Residential Affairs, Instructor in English on the Frederick W. Beinecke Teaching Foundation
A.B., J.D. University of Pittsburgh
- ELIZABETH A. BAKER (1989)
Instructor in Chinese and Russian
B.A. Middlebury College
- LESLIE BALLARD (1973)
Chair Science Division, Chair Department of Chemistry, Instructor in Chemistry and Biology
B.A. Sarah Lawrence; M.A.T. Harvard
- SETH B. BARDO (1981)
Instructor in English
B.A. Yale; M.A.T. Harvard
- DONALD THOMPSON BARRY (1980)
Instructor in Mathematics
B.A. Carleton; M.Div. Yale
- YOLANDE BAYARD (1973)
Instructor in French
B.S., M.A. Central Connecticut State College
- JULIUS M. BELCHER, JR. (1989)
Instructor in Art (Photography)
- AUDREY NYE BENSLEY (AA 1965)
Instructor in Art
- GORDON GILMORE BENSLEY (1949)
Chair Department of Art, Instructor in Art on the Ammi Wright Lancashire Foundation
A.B. Yale
- LOUIS M. BERNIERI (1977)
Chair Department of English, Director Andover Writing Program, Instructor in English
A.B. Harvard; M.A. Middlebury
- GEORGE WILLIAM BEST (1958)
Instructor in Mathematics on the John Mason Kemper Foundation
B.S. Union College; M.A. Boston University
- CARL BEWIG (1986)
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)
- KATHRYN A. BIRECKI (1984)
Athletic Trainer
B.S. Central Connecticut State University
- PRISCILLA KEENE BONNEY-SMITH (1974)
Associate Dean of Residence, Psychological Counselor
A.B. Bates; M.A.T. Brown; M.A. Lesley College
- JOANNE Y. BORLAND (1984)
School Physician
A.B. Bryn Mawr; M.D. Harvard
- NANCY W. BOUTILIER (1984)
Instructor in English
A.B. Harvard
- CAROLE BRAVERMAN (1979)
Instructor in English
B.A. Brooklyn; M.A. Purdue
- CAROLYN B. BRECHER (1974)
Instructor in Modern Dance, Assistant in Audio-Visual
A.B. Bard
- NANCY B. BROTHER (1981)
Director of Academic Counseling Program
B.S. University of Nebraska; Ed.M. University of Lowell
- MICHAEL BROWN (1986)
Technical Director Theatre Department
- PAMELA BROWN (1980)
Dean of Pine Knoll Cluster
B.A. Penn State; M.Ed. Boston College; L.D. Certificate Curry College
- PETER M. CAPRA (1989)
Director of Planned Giving
B.A. Yale University; M.B.A. New York University
- STEPHEN DOUGLAS CARTER (1980)
Scheduling Officer, Associate Dean of Studies, Instructor in Mathematics
Sc.B. Brown; M.A.L.S. Wesleyan
- A. JOHN PATTEN CHIVERS (1960)
Instructor in German
A.B. Wesleyan; A.M. Middlebury
- PETER M. CIRELLI (1989)
Instructor in Music
B.M. New England Conservatory
- ANDREW J. CLINE (1979)
Instructor in Mathematics
B.A. College of Wooster; M.A.L.S. Wesleyan
- DAVID OWEN COBB (1968)
Instructor in English on the Elizabeth Milbank Anderson Foundation
A.B. University of Maine; A.M. Middlebury
- MIS. COGLIANO (1989)
Instructor in Chemistry
B.S., M.S. University of Stockholm
- ALLEN D. COMBS (1988)
Instructor in Music
B.Mus. University of Idaho

Faculty

THOMAS EDWARD CONE, III (1966)
Instructor in Biology
B.S. Trinity; M.A.T. Brown

CATHERINE A. CONSIGLIO (1987)
Instructor in Music
B.M. Wichita State Univ.; M.M. New England Conservatory

SANDY M. CONSIGLIO (1989)
Instructor in Music
B.M. Virginia Commonwealth University; M.M. New England Conservatory

CHRISTOPHER CAPEN COOK (1964)
Instructor in Art
A.B. Wesleyan; M.F.A. University of Illinois

JENIFER M. COOKE (1983)
Director of Alumni & Development Information Systems
B.A. Dartmouth

ALBERT COONS (1979) (on leave)
Instructor in Mathematics
B.A. Johns Hopkins

DOUGLAS EVERETT CRABTREE (1971)
Instructor in Mathematics on the Jonathan French Foundation
A.B. Bowdoin; M.A. Harvard; Ph.D. University of North Carolina

BRUCE M. CRAWFORD (1980)
Director of Physical Plant
B.S., M.M.S. Lowell Tech

ROBERT LEE CRAWFORD (1971)
Instructor in History and the Social Sciences
B.A. Northwestern; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania

ELIZABETH W. CULLEN (1987)
Director of Parent Fund
B.A. University of Rochester; M.A. Cornell

NEIL H. CULLEN (1986)
Chief Financial Officer
B.A. U of Rochester; M.A. Cornell; Ph.D. Michigan State U

MARGARITA CURTIS (1986) (on leave)
Instructor in Spanish
B.A. Tulane; B.S. Mankato State Univ.; M.S. Harvard University

KATHLEEN MARY DALTON (1980)
Instructor in History and the Social Sciences on Cecil F.P. Bancroft Teaching Foundation
B.A. Mills; M.A., Ph.D. Johns Hopkins

STEPHEN C. DEMOS (1989)
Instructor in Architecture
A.B., M. Arch. Harvard

JEANNIE FORD DISSETTE (1985)
Dean of Admission on the Joshua Lewis Miner, III Deanship of Admission Foundation
B.A., M.A. University of Pennsylvania

GEORGE MACNAMARA DIX (1972)
Chair Department of Spanish; Instructor in Modern Languages
A.B. Brown; A.M. Middlebury

PETER L. DRENCH (1986)
Associate Dean of Admission, Instructor in History and the Social Sciences
B.A. Cornell Univ.; M.A. Tufts University

TANYA DRENCH (1987)
House Counselor
B.S. Simmons; M.A. Lesley

PAULA F. DREWNIANY (1981)
Instructor in Mathematics on Lumpkin Family Bicentennial Instructorship
A.B. Smith; M.A.L.S. Dartmouth

MARY RIMER DUKE (1987)
Instructor in French
B.A. Oberlin; M.A. Middlebury

FRANK MCCORD ECCLES (1956)
Instructor in Mathematics on the Independence Teaching Foundation Endowment, Co-Director of Andover Dartmouth Teachers Institute
B.S.M.E. Princeton; M.A. Harvard

HELEN M. ECCLES (1975)
Co-House Counselor, Co-Director of Andover Dartmouth Teachers Institute
A.B. Bryn Mawr

GEORGE HOWARD EDMONDS (1961) (on leave)
A.B. Amherst; Ed.M. Harvard

PATRICIA HOPE EDMONDS (1974)
Director of Capital Development
A.B. Mount Holyoke; M.A.T. Radcliffe

ROBERT EDWARDS (1986)
Associate Dean of Admission
B.A. Howard University

ERIC V. EITEL (1989)
Director of Foundation & Corporate Support
B.A. Siena College

ADA M. FAN (1983)
Instructor in English
B.A. Harvard-Radcliffe; M.S. Boston University; M.A. University of Rochester; Ph.D. University of Rochester

SUSAN FAXON (1986)
Curator of Addison Gallery
B.A. Smith College; M.S. Columbia School of Architecture

MARION FINBURY (1969)
Associate Director of College Counseling
A.B. Vassar

SUSAN B. FUGLIESE (1989)
Assistant Director of Annual Giving
B.A. Colby-Sawyer College

SHAWN FULFORD (1989)
Instructor in Mathematics
B.S. William and Mary; M.A. Duke University

MICHAEL GANDOLFI (1989)
Instructor in Music
B.M., M.M., New England Conservatory

EVERETT GENDLER (1977)
Jewish Chaplain, Instructor in Religion and Philosophy
B.A. University of Chicago; M.H.L. Jewish Theological Seminary

EDWARD B. GERMAIN (1979)
Instructor in English
B.A., M.A., Ph.D. University of Michigan

PETER ADDLEY GILBERT (1984)
Instructor in English
A.B. Dartmouth; J.D. Georgetown University Law; M.A. University of Virginia

LYDIA BUTLER GOETZE (1980)
Chair Department of Biology, Instructor in Biology
A.B. Radcliffe; M.A.T. Johns Hopkins

ZHENQI GONG (1989)
Beijing Scholar
B.A. Beijing Teachers College

JOHN ALLEN GOULD (1982)
Instructor in English
B.A. Williams; M.A. Indiana University

- MARY FULTON GRAHAM (1985)
Instructor in English
B.A. Mount Holyoke; M.A. University of Virginia;
Ph.D. University of New Hampshire
- MAXINE S. GROGAN (1989)
Dean of Summer Session Admission
B.A. Merrimack
- RICHARD K. GROSS, S.J. (1981)
Roman Catholic Priest, Instructor in History and the Social Sciences and Religion and Philosophy, Co-Director of Community Service Program
A.B. Boston College; M.A. London School of Economics;
M.Div. Weston School of Theology
- CHRISTOPHER JUDE GURRY (1974)
Instructor in History and the Social Sciences
A.B. Harvard; M.A. Tufts
- WOODRUFF WENDELL HALSEY, II (1986) (on leave)
Executive Director of School Year Abroad
A.B. Princeton; M.A. Middlebury
- THOMAS ROBERT HAMILTON (1969)
Instructor in Biology
B.S. Tusculum College; M.S. University of Pennsylvania;
M.A.T. Brown
- YUAN HAN (1988)
Chair, Department of Chinese, Instructor in Chinese, Director Harbin & Beijing Programs
B.A. Shanghai Foreign Language Institute;
M.A. Ohio State University
- FRANK LEE HANNAH (1968)
Instructor in Mathematics
A.B., A.M. Dartmouth
- JUDITH ANN HAUPIN (1985)
Associate Comptroller
B.A. S.U.N.Y. at Albany
- BARBARA E. HAWKES (AA 1972)
Instructor in Biology
A.B. Tufts; M.A. Northeastern
- KEVIN P. HEELAN (1983)
Chair Department of Theater, Instructor in Theater
B.A. St. Mary's College of Maryland;
M.F.A. Smith
- BEVERLY W. HENDERSON (1988)
Director of Public Information and Assistant to the Headmaster
B.A. Brandeis University
- KATHERINE ANNE HENDERSON (1984)
Assistant Director of Athletics
B.S. State University of New York; M.A. University of New Hampshire
- GARY HENDRICKSON (1986)
Instructor in English
B.A. Merrimack College
- VICTOR WILLIAM HENNINGSSEN, III (1974-79, 1985)
Dean of Flagstaff Cluster Instructor in History and the Social Sciences
B.A. Yale; A.M. Stanford; Ed.M. Harvard; Ed.D. Harvard
- HENRY LYNN HERBST (1972)
Instructor in French
A.B. Hamilton; A.M. University of Pennsylvania
- SALLY CHAMPLIN HERBST (1974)
Instructor in French
A.B. Mount Holyoke; M.A. Tufts
- JENNIFER BOND HICKMAN (1985)
Instructor in Physics and Astronomy
B.A. Wellesley; M.N.S. Worcester Polytech Institute
- NAOMI M. HITCHCOCK (1988)
Director of Annual Giving
B.A. Union College
- ALOYSIUS JOHN HOBBAUSZ (1968)
Director of the Audio-Visual Center
S.B. Puskas Telecommunication Institute, Budapest
- THOMAS SALKALD HODGSON (1977)
Chair Department of Philosophy and Religious Studies
Instructor in Religion and Philosophy
B.A. Williams; M.A. Yale
- SUSAN B. HODGSON (1987)
House Counselor
B.A. Wellesley College
- CHRISTOPHER T. HOLLERN (1988)
Director of Social Functions, Instructor in English
B.A. Lewis and Clark College
- CHENG-YU HUANG (1986)
Instructor in Mathematics
B.A. Shanghai Univ.; M.A. Ohio State Univ.
- CAROL ISRAEL (1985)
Psychological Counselor, Assistant Director of Psychological Services, Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago
- MARGARET N. JACKSON (1983)
Instructor in Psychology, Psychological Counselor
B.A. State University of New York (Binghamton); M.Mus. Manhattan School of Music; M.A. Long Island University;
Ph.D. Long Island University
- HELMUTH W. JOEL, JR. (1985)
Dean of Rabbit Pond Cluster, Instructor in English
B.A. Dickinson; M.A., Ph.D. University of Pennsylvania
- PENNY P. JOEL (1986)
House Counselor
B.A. Dickinson College
- MYLA H. JORDAN (1989)
Instructor in Biology
B.A. Williams College; M.A.L.S. Wesleyan Univ.
- SUZY C. JOSEPH (1980)
Instructor in French
Licence Anglais, La Sorbonne; M.A. Indiana University
- PAUL KALKSTEIN (1970)
Director of Athletics on the John H. Castle, Jr. Instructorship, Instructor in English
A.B. Princeton; M.A.T. Yale
- CAROLYN E. KELLY (1986)
Instructor in English
B.A. Yale College; M.A. Simmons College
- KAREN A. KENNEDY (1985)
Assistant to the Athletic Director and Instructor in Physical Education
B.S. Springfield College
- CRISTINA SUAREZ KEREKES (1986)
Instructor in Chemistry
B.S., M.S. Purdue University
- LORING GOSFORD KINDER (1984)
Instructor in Mathematics
B.S. St. Lawrence University; M.S.T. University of New Hampshire
- NICHOLAS VAN HOUTEN KIP (1968)
Instructor in Classics
A.B. Princeton; M.A. Trinity
- MARC DANA KOOLEN (1974)
Dean of West Quadrangle South Cluster, Instructor in Biology
B.S. St. Lawrence; M.S. Purdue

Faculty

GEORGES NICOLAS KRIVOBOK (AA 1969)

Instructor in French and Russian
B.A. Swarthmore; M.A. Middlebury

CARL EDWARD KRUMPE, JR. (1960)

Instructor in Classics and History on the Alfred Ernest Stearns Teaching Foundation
A.B. Wabash College; A.M. Brown

ELIZABETH KRUMPE (1981)

House Counselor, Hostess at Cooley House
B.A. Radcliffe; M.A. Harvard

DOUGLAS J. KUHLMANN (1983)

Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern

MICHAEL J. KUTA (1983)

Instructor in Physical Education, Head Athletic Trainer
A.S. Berkshire Community College; B.A. Northeastern

JOHN C. LIN (1988)

Instructor in English
B.A. Carleton College; M.A. Middlebury College; M. Phil. Worcester College

JANICE M. LISIAK (1989)

Director of Academic Computing
B.A. Carlow College

MARIA LITVIN (1987)

Instructor in Math
M.S. Moscow School of Education

ROBERT ANDREW LLOYD (1962)

Instructor in Art on the Independence Teaching Foundation Endowment
B.A. Harvard; M.Arch. Harvard Graduate School of Design

SUSAN MCINTOSH LLOYD (AA 1968)

Instructor in History and the Social Sciences and Music on the Marguerite Capen Hensley Instructorship, Director of Urban Studies Institute
A.B. Radcliffe; M.A.T. Harvard

JAMES T.W. LOCKMAN (1989)

Instructor in Physics
B.S. Yale

D. SCOTT LOONEY (1987)

Assistant Dean of Admission
B.A. DePaul

PETER A. LORENCO (1983)

Instructor in Music

JOHN RICHARD LUX (1949)

Instructor in Mathematics on the Walter Scott Leeds Teaching Foundation
B.S. Pennsylvania State University; M.S. Ed. University of Pennsylvania

THOMAS TOLMAN LYONS (1963)

Instructor in History and the Social Sciences on the Independence Teaching Foundation
B.A., M.A.T. Harvard

NORMA JEAN MABRY (1983)

Instructor in French
B.A. Middlebury

JOHN R. MAIER (1987)

Instructor in Spanish
B.A. Ohio Wesleyan; M.A. Minnesota; Ph.D. Wisconsin

TEMBA MAQUBELA (1987)

Instructor in Chemistry
B.S. Ibadan University

VUYELWA MAQUBELA (1987)

House Counselor
B.A. Fort Hare University

HARRISON F. MCCANN (1976)

Executive Director, School Year Abroad
B.A. Williams; M.A. Middlebury

REBECCA D. MCCANN (1977)

Instructor in Spanish
A.B. Lake Erie; M.A. Middlebury

MARY J. MCCARTHY (1978)

Instructor in Art
A.A. Bay Path Junior College; B.A. William Paterson College

SUSAN R. MCCASLIN (1977-1981, 1985)

Dean of Studies, Instructor in Religion and Philosophy
A.B. Smith; M.T.S. Harvard Divinity

THOMAS E. MCGRAW (1983)

Instructor in English
B.A. Notre Dame; M.S. Boston University

SHEILA MCGRORY (1988)

Instructor in English
B.A. Wake Forest University; M.A. College of William and Mary

JOHN KENNEDY MCMURRAY (1968)

Instructor in Art
B.A. Washington and Lee; M.A.T. Harvard

BRITTA S. MCNEMAR (1981)

Academic Advisor
A.B. Connecticut College; M.S. Ed. University of Pennsylvania

DONALD W. MCNEMAR (1981)

Headmaster on the Foundation in honor of John P. Stevens, Jr.
Instructor in History and the Social Sciences
B.A. Earlham; M. A., Ph.D. Princeton

PETER T. MERRILL (1989)

Instructor in Russian
B.A. Univ. of Pennsylvania; M.A., Ph.D. Univ. of California

MARY SOPHIA MINARD (AA 1961)

Instructor in History and the Social Sciences on the Emilie Belden Cochran Foundation, Co-Director of Community Service Program
B.A. Smith; M.A.L.S. Wesleyan

RONN NELS MINNÉ (1965)

Instructor in Chemistry on the Martha Cochran Foundation
B.S., A.M. Northwestern; Ph.D. Harvard

LEON MODESTE (1986)

Instructor in Physical Education
B.S. Springfield College

VINCENT JOSEPH MONACO (1984)

Instructor in Music
B.Ed. University of Massachusetts; M.M. Boston University

ELIZABETH E. MOORE (1984-86, 1988)

Associate Dean of Admission
B.A. Mount Holyoke College

CLEMENT MORELL (1958)

Instructor in Mathematics, Director of Financial Aid
B.A. Northern Michigan; M.A. University of Michigan; M.S. University of Illinois

HERBERT HARRY MORTON, III (1975)

Registrar, Instructor in Mathematics
A.B. Dartmouth

ROBERT ADAMS MOSS, JR. (1984)

Instructor in French
B.A., M.A. Trinity

THYLAS MOSS (1984)

Instructor in English
A.B. Oberlin; M.A. University of New Hampshire

EMILIO MIGUEL MOZO (1984)

Instructor in Spanish
B.A. Sir George Williams University; M.A. McGill

MARY MINOT MULLIGAN (1984)
Instructor in History and the Social Sciences
 A.B. Mount Holyoke; J.D. Northeastern

PAUL D. MURPHY (1989)
Instructor in Mathematics
 B.A. Bates College

JOHN T. O'BRIEN (1989)
Assistant Dean of Admission
 B.A. Trinity College; M.A.L.S. Dartmouth

KEVIN T. O'CONNOR (1985)
Instructor in English
 B.A. University of Notre Dame; M.A. University of Virginia

DANIEL DRETZKA OLIVIER (1964)
Instructor in French
 A.B. Haverford; M.A. Middlebury

HAROLD HOLMES OWEN, JR. (1955)
Instructor in English and Theater
 A.B. Amherst; M.A. University of New Hampshire

ANN MARIE PARKS (1980)
Director of Central Publications Office
 B.F.A. Rhode Island School of Design

VINCENT PASCUCCI (1964)
Instructor in Classics and Modern Languages on the John Charles Phillips Foundation, Chair Department of Italian
 A.B., M.A. Columbia; Ph.D. Brown; L.H.D. Georgetown

RANDALL S. PEPPER (1978)
Instructor in English
 B.A. Washington & Jefferson; M.A. University of New Hampshire

DAVID ALBERT PENNER (1966)
Instructor in Mathematics
 B.A. Amherst; M.A. University of Maryland

ROBERT PETER PERRIN (1973)
Chair Department of Physics; Instructor in Mathematics and Physics on Donna Brace Ogilvie Teaching Foundation
 B.S., Ph.D., Massachusetts Institute of Technology

ARLAYNE H.S. PETERSON (1989)
Instructor in Ceramics
 B.A. Wellesley; M.Ed. Northeastern

FRANCESCA PIANA (1986)
Instructor in Spanish, Advisor to International Students
 B.A. Univ. San Francisco; M.A. Universidad de Salamanca

THOMAS POOL (1981)
Director of Food Services

DAVID B. POTTLE (1977)
Chair Department of Classics, Dean of West Quad North Cluster
Instructor in Classics
 B.A. Northwestern; Ph.D. Tufts

MEREDITH PRICE (1963)
Instructor in English, Editor of Bulletin
 A.B. Amherst; M.A.T. Harvard

ALICE PURINGTON (1986)
Associate Director of College Counseling
 B.A. Vassar College; M.Ed. Tufts University

EDWIN GUSTAVUS QUATTLEBAUM, III (1973)
Chair, Department of History and Social Sciences, Instructor in History and the Social Sciences on Donna Brace Ogilvie Teaching Foundation II
 A.B. Harvard; M.A., Ph.D. University of California

RUTH QUATTLEBAUM (1977)
Instructor in Art, Archivist, Acting Director of Library
 A.B. Wheaton; M.A. Columbia

THOMAS JOSEPH REGAN (1955)
Instructor in English on the Frederick W. Beinecke Teaching Foundation
 B.A. Yale; M.A. Boston University

JOHN M. REYNOLDS (1989)
Director of Addison Gallery
 A.B., M.F.A. Univ. of California

CAROL CAMERON RICHARDS (1976)
Academic Advisor, Athletic Coach
 A.A. Bennett

JOHN RICHARDS, II (1959)
Instructor in History and the Social Sciences on the Alfred Lawrence Ripley Foundation
 A.B., M.A.T. Harvard

CHARLES A. RICHARDSON (1989)
Director of the Work Program
 B.A. Bates College

JAMES MARSHALL ROGERS, JR. (1985)
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 B.A. North Carolina Central University; M.A. Appalachian State University

E. ANTHONY ROTUNDO (1981)
Instructor in History and the Social Sciences
 B.A. Wesleyan; M.A.T. Harvard; Ph.D. Brandeis

CATHY L. ROYAL (1985)
Dean of Community Affairs
 B.A., M.A. Wayne State

CRISTINA ALONSO RUBIO (AA 1965)
Instructor in Dance
 Licensed by the Spanish Academy of Performing Arts

PATRICIA C. RUSSELL (1989)
Instructor in Biology
 A.B., M.A. Brown University

ELIZABETH K. SCHOENHERR (1986)
Assistant Director of College Counseling
 B.A. Wesleyan; Ed.M. Univ. of California-Berkeley; Ed.D. Harvard

NATALIE GILLINGHAM SCHORR (1974)
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 B.A. McGill; d.e.s., Aix Marseille; M.A. University of Pennsylvania

WILLIAM W. SCOTT (1987)
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 B.A. Colorado College, M.A.L.S. Wesleyan University

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Curator of Photography
 A.B. Cornell; M.S. M.I.T.

WALTER A. SHERRILL (1988)
Director of (MS)2 Program
 B.A. Michigan State University; M.S. Roosevelt University

GERALD SHERTZER (1957)
Instructor in Art
 B.F.A., M.F.A. Yale

CAROLYN D. SKELTON (1988)
School Organist
 B.A. Hastings College; M.M. New England Conservatory of Music

HOWARD F. SKLAR (1987)
Instructor in Physics
 M.S. B.S.E. Univ. of Michigan

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- BRUCE SMITH (1978)
Instructor in English on Roger F. Murray
2nd Writer in Residence
B.A., M.A. Bucknell
- NATHANIEL BALDWIN SMITH (1965)
Chair Department of Mathematics;
Instructor in Mathematics on the
George Peabody Foundation
B.S.E. Princeton; M.A. Northwestern
- JEAN MARY ST. PIERRE (AA 1963)
Instructor in English and Theater on Abbot
Academy Teaching Foundation
A.B. Wheaton; M.A. Columbia
- JONATHAN A. STABLEFORD (1976)
Dean of Residence, Instructor in English
B.A. Williams; M.A.T. Wesleyan
- SUSAN GARTH STOTT (1981)
Director of Personnel and Business Services
B.A. Wellesley; M.C.R.P. Harvard
- SCOTT V. STREET (1989)
Director of Administrative Computing
B.S. Portland State University; M.
Divinity Episcopal Divinity School
- JOHN STRUDWICK (1984)
Instructor in History and the Social
Sciences
B.Sc. London School of Economics; M.A.
Queens University;
Ph.D. University of Toronto
- HALE STURGES, II (1965)
Chair Foreign Language Division,
Instructor in French on Frederick W.
Beinecke Teaching Foundation
A.B. Harvard; M.A. Middlebury
- VICTOR SVEC (1980)
Chair Russian Department, Instructor in
Russian
B.A. University of Washington
- ELWIN SYKES (1973)
Instructor in English, Director of Summer
Session
A.B., M.A. Harvard
- REBECCA M. SYKES (1976-84, 1988)
Dean of Abbot Cluster
A.B. Radcliffe; M.S.W. Simmons
- ERIC BROVEAUR THOMAS (1984) (on
leave)
Instructor in Music
B.M. New England Conservatory of
Music
- WILLIAM E. THOMAS (1974)
Chair Department of Music, Instructor in
Music
B.A. Oberlin; M.F.A. Pennsylvania State
University
- CRAIG THORN, IV (1982)
Instructor in English on John H. Porter, Jr.
Bicentennial Instructorship
B.A. Dartmouth; M.A. Brown
- DENIS ROBERT TIPPO (1984)
Director of Alumni and Parent Affairs
B.A. Yale; M.Ed. University of
Massachusetts
- MARIA I. VALENTIN (1988)
Instructor in English
A.B. Princeton University
- SHIRLEY A. VEENEMA (1979)
Instructor in Art
B.A. Bucknell; M.A. Glassboro State
College
- EDITH L. WALKER (1988)
Instructor in Mathematics
B.A. Principia College; M.A. University
of Massachusetts;
C.A.S. Harvard Extension
- CHRISTOPHER R.H. WALTER (1982)
Instructor in Music
M.A. Queen's College; A.R.C.M. Royal
College of Music, London
- ALEXANDER ZABRISKIE WARREN
(1963)
Instructor in Mathematics
A.B. Harvard; M.A.L.S. Wesleyan
- SARAH WARREN (1982)
Athletic Coach, Director of Language
Laboratory
A.B. Wellesley
- PETER CARLTON WARSAW (1984)
Instructor in Music
A.B. Harvard; M.M., D.M.A. Eastman
School for Music
- ELIZABETH EBBOTT WASHBURN
(1980)
House Counselor
B.A. Dartmouth
- PETER DAVIS WASHBURN (1980)
Instructor in Mathematics
B.A. Syracuse
- J. PETER WATT (1988)
Instructor in Physics
B.S. Dalhousie University; M.S.
Dalhousie University;
Ph.D. Harvard University
- RAYMOND P. WEBB (1989)
Instructor in History
B.A. Univ. of Utah; M.A. Northeastern;
Ph.D. Univ. of Wisconsin
- JOSEPH BELLEAU WENNIK (1967)
Chair Department of German, Instructor in
German,
Assistant Director of College Counseling
B.A. Yale; M.A. Middlebury
- HOLLY D. WESTON (1989)
Admission Officer
B.A. Duke University; M.B.A.
University of Wisconsin
- CONNIE L. OVERZET WHEELER
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Instructor in Math
A.S. College of DuPage, A.B. Boston
University
- STEPHEN B. WICKS (AA 1972)
Instructor in Art
- GREGORY JOSEPH WILKIN (1980)
Instructor in English
B.A. Yale; M.A. University of Toronto
- DUNCAN WILL (1987)
Associate Director of Capital Development
A.B. Cornell University
- J. DEREK WILLIAMS (1980)
Instructor in History and the Social
Sciences
B.A. Wesleyan; M.A. University of
North Carolina
- HENRY BOND WILMER, JR. (1970)
Chair Department of French; Instructor in
French
B.A. Davidson; M.A. Middlebury
- KENNETH KELLY WISE (1966)
Dean of Faculty, Instructor in English on
the William M. Newman Teaching
Foundation
B.A. Purdue; M.A. Columbia
- DIANA M. WOOD (1989)
Visiting Scholar in History
B.A. Mt. Holyoke; M.A.T. Harvard;
D.A. Carnegie-Mellon
- THOMAS A. WRAY (1985)
Instructor in Physical Education and
Trainer
B.S. State University of New York; M.A.
Columbia
- J. PHILIP ZAEDER (1977)
Protestant Chaplain, Instructor in English
on the Samuel Harvey Taylor
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B.A., M.Div. Yale

Teaching Fellows 1989-90

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Teaching Fellow in ESL and Counseling
A.B. Brown University

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B.A. Pomona College

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Teaching Fellow in English
B.A. Amherst College

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B.F.A. Rhode Island School of Design

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B.A. Columbia College

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Pennsylvania

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Computer Assistant
B.S. Central Michigan Univ.

ALEXANDRA DRISCOLL
Assistant Director of Audio Visual
M.Ed. Boston College

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M.L.S. University of South Carolina

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M.S. Framingham State College

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Lawrence General Hospital School of
Nursing

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B.S.N. Salve Regina College

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R.N. Sankt Hedwig Klinik, Mannheim,
W. Germany

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Administrator of Isham Infirmary
L.P.N. Greater Lawrence Vocational
Technical School

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Computer Assistant
A.S. Northeastern Univ.

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St. John's Hospital School of Nursing

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Ch.M., A.A.G.O., American Guild of
Organists

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St. Luke's Hospital, New Bedford

Abbot Academy Emeriti

MARY CARPENTER DAKE
Instructor in Physical Education, Emerita
Green Valley, Arizona 1925-1945

ANNA ROTH
Instructor in History, Emerita
Franklin, Massachusetts 1942-1956

HOPE COOLIDGE
Director of Food and Housing, Emerita
Concord, Massachusetts 1938-1962

GERMAINE AROSA
Instructor in French, Emerita
Essex, Massachusetts 1945-1969

Phillips Academy Emeriti

- JOHN BROMHAM HAWES, ED.M.
Instructor in English and Assistant Dean,
Emeritus
Weston, Vermont, 1933-36, 1939-70
- FREDERICK JOHNSON, S.B., SC.D.
Director of the Robert S. Peabody
Foundation and Instructor in
Anthropology, Emeritus
Andover, Massachusetts 1936-1969
- LEONARD FRANK JAMES, A.M.
Instructor in History, Emeritus
Sun City Center, Florida 1932-1970
- ALSTON HURD CHASE, PH.D.
Instructor in Greek, Latin and History,
Emeritus
Berwick, Maine 1934-1971
- GEORGE KNIGHT SANBORN, S.B.
Instructor in Mathematics and Biology,
Emeritus
Kennebunkport, Maine 1928-1972
- JAMES HOOPER GREW, D.E.S.L.
Instructor in French, Emeritus
Boston, Massachusetts 1935-1972
- ROBERT WHITEMORE SIDES, A.B.
Director of Admissions and Instructor in
Mathematics and Navigation, Emeritus
Marblehead, Massachusetts 1938-1972
- ALLAN GEORGE GILLINGHAM,
PH.D.
Instructor in Latin and Greek, Emeritus
Berwick, Maine 1947-1974
- SIMEON HYDE, JR., A.M.
Instructor in English, Dean of the Faculty,
Associate Headmaster, Emeritus
San Diego, California 1950-1974
- JAMES RUTHVEN ADRIANCE, A.B.
Assistant to the Headmaster and Director of
Admissions, Emeritus
Andover, Massachusetts 1934-1975
- FRANK FREDERICK DICLEMENTE,
S.B.
Instructor in Physical Education, Emeritus
Andover, Massachusetts 1935-1975
- HART DAY LEAVITT, A.B.
Instructor in English, Emeritus
Andover, Massachusetts 1936-1975
- RICHARD SAWYER PIETERS, A.M.
Instructor in Mathematics, Emerita
Sun City, Arizona 1938-1975
- C. JANE SULLIVAN, ED.M.
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North Andover, Massachusetts
1938-1975
- CAROLYN ELIZABETH GOODWIN,
A.M.
Dean of the Academy, Instructor in
Mathematics, Emerita
Easthampton, Massachusetts 1947-1976
- ANNE LISE WITTEN, M.A.
Instructor in History and Social Sciences,
Emerita
Andover, Massachusetts 1955-1976
- WILLIAM ABBOT MUNROE, A.B.
Associate Treasurer, Emeritus
Andover, Massachusetts 1960-1976
- WILLIAM JOHN BUEHNER, M.A.
Instructor in Latin, Emeritus
Andover, Massachusetts 1958-1977
- HARPER FOLLANSBEE, ED.M.
Instructor in Biology, Emeritus
Fitzwilliam, New Hampshire 1940-1977
- STEPHEN WHITNEY, M.A.
Instructor in French, Emeritus
Barrington, New Hampshire 1936-1977
- STEPHEN STANLEY SOROTA, B.S.
Instructor in Physical Education, Emeritus
Centerville, Massachusetts 1936-1978
- FREDERICK SCOLLER ALLIS, JR.,
L.H.D.
Instructor in History and the Social
Sciences, Emeritus
Harwich, Massachusetts 1936-1979
- WILLIAM HAYES BROWN, M.A.
Instructor in English, Emeritus
Bath, Maine 1938-1979
- WAYNE ANDREW FREDERICK,
PH.M.
Instructor in History and the Social
Sciences, Emeritus
Kansas City, Missouri 1962-1980
- VIRGINIA POWEL, B.D.E.
Instructor in Art, Emerita
Holmes Beach, Florida 1959-1980
- ALBERT KARL ROEHRIG, ED.D.
Counselor, Instructor in Psychology,
Emeritus
Francesstown, New Hampshire
1954-1980
- MARIE M. BARATTE, A.M.
Instructor in French, Emerita
Andover, Massachusetts 1946-1981
- WILLIAM BIGGS CLIFT, JR.,
MUS.ED.B.
Instructor in Music, Emeritus
Washington Court House, Ohio
1956-1981
- DALTON HUNTER MCBEE, A.B.
Admissions Officer, Emeritus
Newburyport, Massachusetts 1953-1981
- FREDERICK ALMOND PETERSON,
A.M.
Instructor in English, Director of Research
and Evaluation, Emeritus
Boston, Massachusetts 1946-1981
- WILLIAM LOUIS SCHNEIDER,
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Instructor in Music, Emeritus
Mont Vernon, New Hampshire
1949-1981
- FREDERIC ANNESS STOTT, A.B.
Secretary of the Academy, Emeritus
Andover, Massachusetts 1951-1982
- MARJORIE ALEXANDER HARRISON,
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Instructor in Physical Education, Director
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Little Compton, Rhode Island 1968-1983
- RICHARD STOCKTON MACNEISH,
PH.D.
Archaeology Research Associate, Emeritus
Andover, Massachusetts 1968-1983
- THOMAS REES, PH.D.
Instructor in Chemistry, Emeritus
Hamden, Connecticut 1960-1983
- ALFRED JAMES COULTHARD, S.B.
Instructor in Physical Education, Emeritus
Amesbury, Massachusetts 1962-1984
- DOROTHY Y. JUDD, M.A.
Instructor in Spanish, Emerita
Easthampton, Massachusetts 1948-1984
- ROBERT EDWIN LANE, M.A.
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Hanover, New Hampshire 1955-1984

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Instructor in Physical Education, Emerita
 Temple Hills, Maryland 1950-1984

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Dean of Admissions, Emeritus
 Andover, Massachusetts 1952-1985

MICHAEL EDWARD MOSCA, M.B.A.
Directing of Accounting, Emeritus
 Lawrence, Massachusetts 1966-1985

ANGEL RUBIO Y MAROTO, M.A.
Instructor in Spanish, Emeritus
 Brookline, Massachusetts 1965-1985

ALANSON PERLEY STEVENS, III,
 M.A.
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 Cornish, New Hampshire 1962-1985

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Instructor in Physical Science, Emerita
 Centerville, Massachusetts 1967-1985

SAMUEL IRVINE ALLISON
 ANDERSON, M.A.
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 Barnstable, Massachusetts 1968-1986

PETER JOSEPH BAILEY, S.B.
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 Nashua, New Hampshire 1970-1986

JOHN CLAIBORNE MCCLEMENT,
 M.E.D.
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 Financial Aid, Emeritus*
 Andover, Massachusetts 1952-1986

GEORGE A. NEILSON, JR., M.E.D.
Business Manager, Emeritus
 Mirror Lake, New Hampshire 1972-1986

PHILIP BROWNLIE WELD, M.S.
*Instructor in Chemistry and Physics,
 Emeritus*
 Windham, New Hampshire 1951-1986

JAMES H. COUCH, M.A.
Instructor in Spanish, Emeritus
 Bradford, Massachusetts 1953-1987

SHERMAN DRAKE ED.M.
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 Centerville, Massachusetts 1953-1987

EDMOND E. HAMMOND, JR., SC.M.
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 Brunswick, Maine 1953-1987

ROBERT PENNIMAN HULBURD,
 M.A.
Admission Officer, Emeritus
 Bradenton, Florida 1953-1987

HARRISON SCHUYLER ROYCE, JR.,
 M.I.A.
*Instructor in History and the Social
 Sciences, Emeritus*
 Chester, Connecticut 1956-1987

JAMES LEIGHTON BUNNELL
*Instructor in History and the Social
 Sciences, Emeritus*
Director of Andover Summer Session
 Savannah, Georgia 1967-1988

J. LAURENCE POWELL
*Consultant to the Science Division,
 Assistant to the Director of Computing,
 Emeritus*
 Barrington, Rhode Island 1980-1988

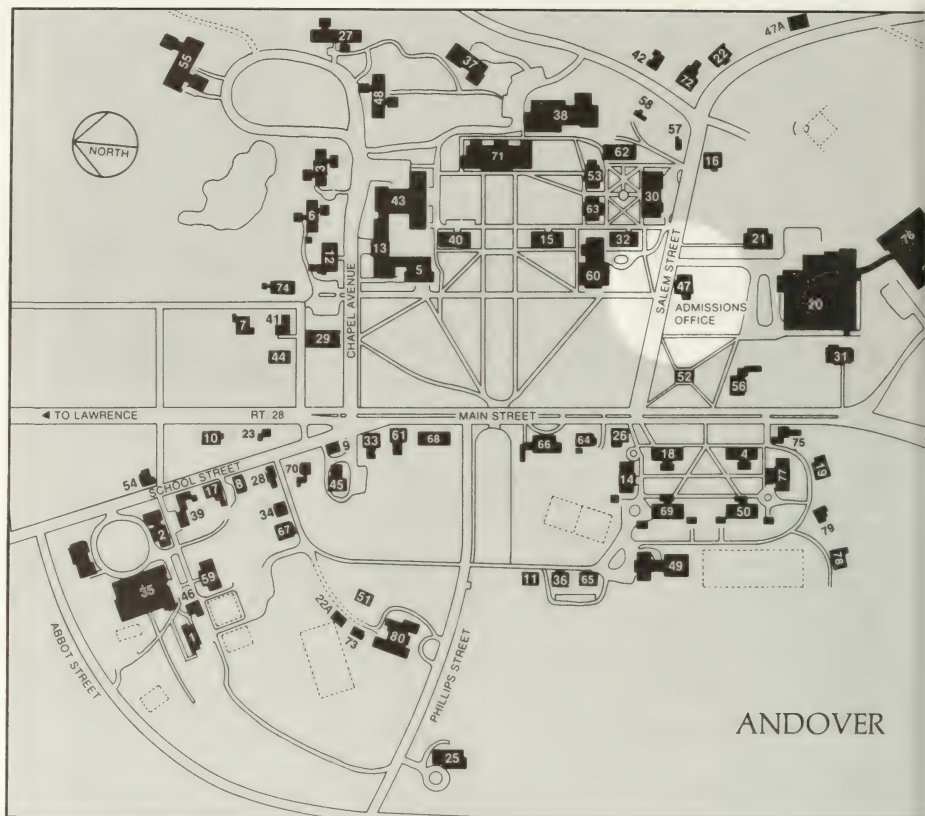
LOUIS JOHN HOITSMA, JR. B.S.,
 ED.M.
Instructor in Mathematics
 Williamsburg, Virginia 1953-1989

JEAN CRAWFORD MCKEE, B.A.
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 Emerita*
 Sunapee, New Hampshire 1974-1989

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 Physics, Emeritus*
 Sunapee, New Hampshire 1947-1989

PHYLLIS WENDOVER POWELL, B.A.,
 M.A.
*Instructor in History and the Social
 Sciences, Director of the Summer
 Session, Emerita*
 Barrington, Rhode Island 1976-1989





ANDOVER

INDEX TO BUILDINGS

- 1 Abbey House*
- 2 Abbot Hall
- 3 Abbot Stevens House*
- 4 Adams Hall*
- 5 Addison Art Gallery
- 6 Alfred E. Stearns House*
- 7 Alice T. Whitney House*
- 8 Alumni House*
- 9 Phillips Hall
- 10 America House*
- 11 Andover Cottage*
- 12 Andover Inn
- 13 Arts and Communications Center
- 14 Bancroft Hall*
- 15 Bartlet Hall*
- 16 Benner House (Art)
- 17 Bertha Bailey House*
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- 19 Blanchard House*
- 20 Borden, Memorial and Abbot Gymnasiums
- 21 Bulfinch Hall (English)
- 22 Burr House*
- 23 Carter House*
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- 28 Clement House*
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- 30 Commons (Dining Hall)
- 31 Cooley House
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- 33 Double Brick House*
- 34 Draper Cottage
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- 37 Elbridge Stuart House*
- 38 Evans Hall (Science) and Office of Academy Resources
- 39 Flagg House*
- 40 Foxcroft Hall*
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- 42 Frost House*
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- 59 Office of Physical Plant
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*Dormitory



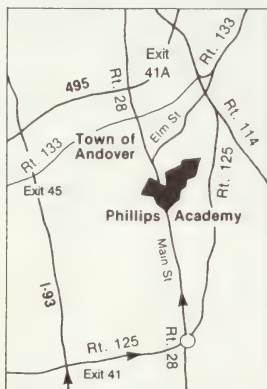
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A marked Andover and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

Merrimack Transportation Co. runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-2777 for up-to-date information.



Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

Hampton Inn
Rte. 114, Lawrence
(508) 975-4050

Koala Inn
River Road, Andover
(508) 685-6200

Marriott Hotel
123 Old River Rd.
Exit 45, Andover
(508) 975-3600

Lowell Hilton, Lowell
(508) 452-1200

Sheraton Rolling Green Motor Inn
Lowell Street, Andover
(508) 475-5400

Hedricks' Bed and Breakfast
(508) 475-3698



Andover Parent Network

The Andover Parent Network is a group of parents who have volunteered to answer questions about Andover. No one has a better perspective for prospective families than parents who have students currently attending the school. Please feel free to contact these parents at any time in the admission process, whether prior to the first visit, while filling out the application, or after a candidate has been admitted.

Phone numbers listed are home phones unless otherwise noted.

ARIZONA

Phoenix

Mr. and Mrs. William D. Fearnow
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Tucson

Mr. and Mrs. Michael Farley
Vicky '91
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(602) 886-6157

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Jenny '92
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Kensington

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Rancho Santa Fe

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Jennifer '93
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Dr. and Mrs. David J. Crawford
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Alice '93
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Thousand Oaks

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Walnut

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Walla '91
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Max '90
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Daniel '93
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Goshen

Mr. Anton Nelson and
Ms. Johanna B. Kimball
Roger Kimball '92
Tyler Lake, 06756
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Greenwich

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Michael '92
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Mr. and Mrs. Gerard Jones
Catherine '90, Leila '93
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(203) 869-1441

New Canaan

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material in this catalog is intended to provide
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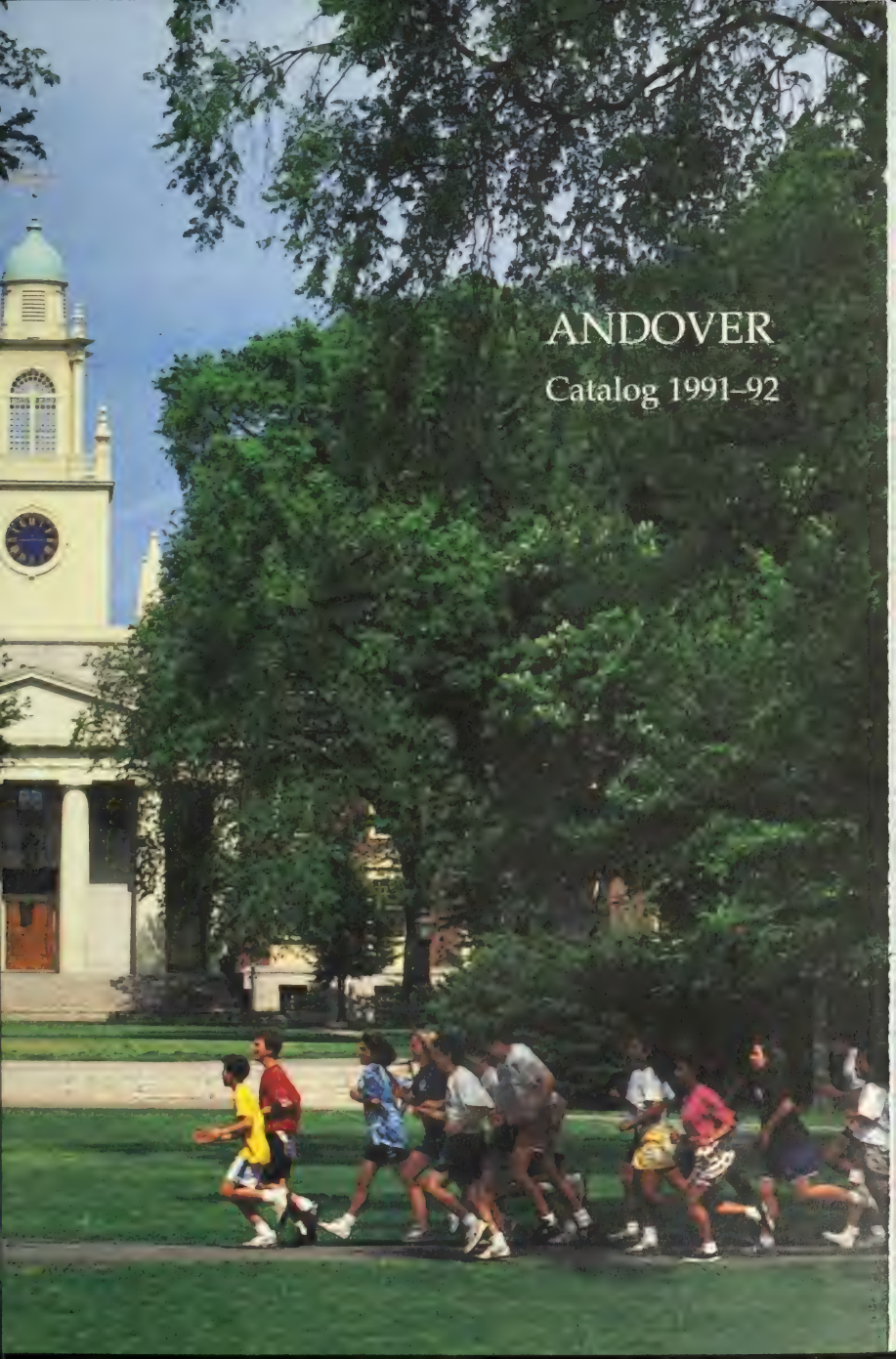
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"... a place where teaching occurs
24-hours a day; in the classroom, on
the playing field, in the dormitory"



PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS 01810



ANDOVER
Catalog 1991-92

Phillips Academy admits students of any sex, race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Andover

1991-92 Catalog



Phillips Academy
Andover, Massachusetts 01810-4166



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Some questions you might have



Q: I am not familiar with boarding school; what will life at Andover be like?

A: In a boarding school, teaching goes on 24-hours a day. Andover's 1,200 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness, and ability to make moral decisions. With a faculty/student ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Q: Who attends Andover?

A: Approximately 1200 young men (52 percent) and women (48 percent) attend Andover during the academic school year. About one-fifth of these students are day students from Andover and nearby towns; the others come from all across the United States and from 51 foreign countries. One-quarter of our students are young men and women of color, and among the student population are members of a wide variety of religious, political and cultural affiliations. Approximately 40 percent of our students receive financial aid.

Andover students are divided into four classes: seniors, upper middlers, lower middlers, and juniors—our traditional terms for 12th, 11th, 10th, and 9th graders.

Q: What exactly is the cluster system?

A: A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a microcosm of the school at large, composed of

students from all four classes, from all backgrounds and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North, and West Quad South. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports, and weekday social functions.

Q: Who are the students' advisors?

A: The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory, who sees the student every day, and with whom the student often forms a close personal relationship. Day students, similarly, have day student counselors. All students also have an academic advisor, plus five classroom teachers and a coach or special activities advisor each term. These faculty members communicate regularly with each other and with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

Q: What kind of extra help is offered?

A: Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and, because 95 percent of the teaching faculty live on campus, in the evening as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at math study hall.

Q: What is the school's policy regarding drugs and alcohol?

A: The possession or use of alcohol or illegal drugs is forbidden at Andover. To help our students understand why these substances interfere with development, an intensive, week-long series of classes and seminars is held each fall by the school's counselors and such organizations as The Freedom from Chemical Dependency Foundation. The entire student body attends. At all times during the school year, professional counselors are available at Graham House and the Dean of Residence's Office. A Drug and Alcohol Awareness Committee also offers peer discussion and support. Discipline for infractions of the rule is explained on p. 54 and also in the students' rule book, *The Blue Book*.

Q: How does Andover cultivate its multicultural community?

A: Informally, in conversations in the dormitories and around the quads, and simply by living together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community Affairs and Multicultural Development organizes anti-racism workshops, Martin Luther King Day celebrations, and other such events, and the dean and staff of that office provide personal and academic counseling. Individual academic departments and the Headmaster's Office also sponsor dozens of lectures, films, and programs on cultural issues. Student-run organizations such as the Asian Cultural Society, the Afro-Latino-American Society, the Jewish Student Union, and several others also arrange educational programs and cultural celebrations.

Q: What are sports like at Andover?

A: Competitive athletics are available in all major sports at all levels, from varsity, sub-varsity, and beginners interscholastic teams to intramural cluster teams. Andover's teams have won numerous titles and tournaments: in 1990 Andover's teams won New England interscholastic championships and tournaments in boys' and girls' indoor track, girls' crew, softball, boys' tennis, and girls' basketball. Many of Andover's individual athletes have also been chosen for select teams in several sports and have received All-League, All-State, and All-American honors.

For Andover's students who are not interested in competitive sports, the school offers an exciting range of athletic alternatives, including dance, aerobics, yoga, kayaking, swim instruction, scuba diving, Search and Rescue, and many more.

Q: What is the average number of students in a class?

A: The average class size is 13-14; a class may be as small as 8 or as large as 17.

Q: How are day students integrated into the community?

A: Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster, eat all meals at Commons, and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Q: Does Andover have a dress code?

A: No, but we expect Andover students to be neat and clean and to dress appropriately for each occasion.

Q: Can I afford Andover?

A: Yes; a wide range of options make it possible. The Academy has more than \$4.9 million available annually for financial aid in scholarship grants and loans: approximately 40 percent of our students receive financial aid. Also, the Academy has an innovative financing program, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 73.

Q: How does going to Andover affect my child's chance of going to the college of her choice?

A: Many Andover graduates do go on to their first choice colleges, and Andover students are indeed highly sought and highly regarded by selective colleges. But college admission is extremely competitive, and going to Andover does not guarantee acceptance to the college of one's choice. What Andover does is offer its students a superb education, prepare them to meet the academic and social challenges they will face at college, and guide them toward colleges where they are most likely to be stimulated, happy, and productive.

If you have questions about Andover's admission or application procedures, or you wish to request another catalog, write or call:

Admission Office
Phillips Academy
180 Main Street
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Admission Office direct line: (508) 749-4050
Switchboard: (508) 749-4000, ext. 4050
Office hours: Mon.-Fri., 8:30 a.m. to 4:30 p.m.
Sat., 8:30 a.m. to 12 noon, Oct. 1- Jan. 31.





by Donald W. McNemar, Headmaster

In the introduction to his essay collection, "One Man's Meat," E. B. White wrote, "Once in everyone's life there is apt to be a period when he is fully awake instead of half asleep . . . one of those rare interludes that can never be repeated, a time of enchantment." I believe that Andover's students experience such a time during their few years on our campus. They come here during a most significant period of their lives. They come from nearly every state in the nation, 51 countries, every economic circumstance, and every sort of religious background and ancestry. They are exposed first and foremost to one another and to the great benefits of a culturally diverse society. They are required to study. They are encouraged to travel. They are expected to dream. All of this happens on a campus of more than 500 acres, under historic elms, on playing fields and lawns where American soldiers trained for the Revolutionary War, and in buildings named for famous men and women who spent their own rare interlude here.

That our students are, as White wrote, fully awake instead of half asleep—which for an adolescent can be a far more comfortable state, especially at, say, 8 o'clock on a cold winter morning—is a testament to the strength of Andover's faculty. They are as accomplished in their fields as they are devoted to their charges. An English teacher may be a professional photographer, a house counselor may use his evenings to finish his second off-Broadway play, and a field hockey coach may also be a highly regarded research biologist. These talented adults teach Andover's students, play sports with them, perform with them, travel with them, and talk with them, frequently and at length, about school, careers, and the business of growing up.

It is not always a simple business. When I see an Andover sprinter who has just lost a race, which she began not only with expansive hopes but also with her parents watching, I smile and she smiles back. We both know it would be far easier and more truthful to shake our heads and grumble. She will go back to her dorm with problems: the "I blew it" problem, the "I blew it in front of my parents" problem, perhaps the "Will I ever be any good at this?" problem. Yet she will not have the luxury of feeling badly for long. Andover is a residential community, where learning takes place 24-hours a day. Our sprinter will have a friend in the dormitory to talk things over with, and a



In 1782 Paul Revere was commissioned to make the Phillips Academy seal. Revere engraved the educational faith of Andover's founders—"The end depends upon the beginning"—around the symbols of the rising sun and the hive of industrious bees. The founders' religious and patriotic commitment to the common good is symbolized by the second motto, "Non Sibi"—"not for one's self."

house counselor who may have been an All-American athlete herself, or may not have been an athlete at all, and who will offer a fresh perspective. It is in these private conversations that so much learning takes place—about the value of effort and of humility, about the value of forcing a sociable smile when you feel like kicking the dirt. It is in these private conversations that Andover often reaches its goal of teaching students goodness as well as knowledge.

I do find myself smiling often here, and not only to cheer up an unhappy athlete. I have felt—we all have felt—those moments of elation when suddenly our breath catches, the hairs rise on our arms, and we are surprised by unexpected emotion. As a child, I always seemed to have this feeling in the presence of a brass band. As Andover's headmaster, I find it overtakes me more frequently. I remember one winter, for example, when students and faculty from our Music Department performed Handel's opera *Esther* on a stage constructed in the chapel. A senior soprano, Amy Zimmerman, stepped forward to sing an aria. She was dressed in an Israelite's white tunic; under the spotlights her eyes glittered. I expected that her voice might quaver, a concession to the grandeur of the chapel setting, and her youth, and perhaps stage fright, but her first note was pure and grew stronger the longer she held it. I had to smile. We were treated to such chills all evening. I know that Andover's students accomplish great things here under the tutelage of a gifted faculty, yet the level of those accomplishments still sometimes takes me by surprise.

One of the students in the chorus whom I had a chance to congratulate after the opera was Willie Tate, a senior baritone from Jackson, Mississippi. A few weeks earlier I had seen his excellent performance in a varsity football game. When Willie came to Andover as a tenth grader he could already sing quite well, but he learned his football here. And in this way, Willie is like many of Andover's students. They bring to this campus academic strength and artistic, creative, and athletic talent. But they also bring a desire to try something completely new—singing opera, writing sonnets, playing football, speaking Greek. With our faculty to guide them, they grow as much from attempting their new skill as from mastering it.

I have heard people say that only great kids get into Andover, but I disagree. Good kids get into Andover, kids who are able and industrious, who are willing to strive for academic excellence and moral decisiveness, who are inspired by one another in this multicultural community. I think because of their experience here—because of these enchanted years—they have the opportunity to be great kids when they leave.

Headmaster Donald W. McNemar





This revised version of the Statement of Purpose, voted by the faculty in the spring of 1988, reaffirms the Academy's goals set forth in the Constitution of 1788.

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.





*Jean St. Pierre, Instructor in
English and Theater on the Abbot
Academy Foundation*

by Jean St. Pierre

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning. In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterwards join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed, establishing a "public free school or Academy" that would be committed to educating "Youth from every quarter" and would be the nation's oldest incorporated boarding school. Both Samuel and Phebe Phillips died before her dream of a girl's school could be realized, but not before that dream could be handed on to willing hearts. In 1828, Samuel Farrar, a close friend of Mme. Phillips and treasurer/trustee of Phillips Academy, together with other Phillips Academy trustees, met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1828, as Abbot Female Academy, one of the first schools in New England to be founded for young women alone.

Each of these schools in the years that followed remained faithful to the commitment made in each of their Constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students grow both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' "bargain" was realized anew. In June of that year, Phillips Academy and Abbot Academy, two of New England's and the nation's oldest schools, merged and created a distinctive coeducational institution that combined the best of both traditions.

Committed still to the education of mind and heart, Andover today includes more than 1,200 students, almost equal numbers of young men and young women, from across the globe. The dream thrives of educating "Youth from every quarter." "*Finis origine pendet*" the Academy seal affirms. The end does indeed depend upon the beginning.



Sol LeWitt (1928–) Wall Drawing number 123, executed by PA students from the artist's instructions on March 27, 1991, charcoal on white gesso (gift of Sol LeWitt for the Addison Art Drive).



Graceful Bulfinch Hall (1819) has been in Academy use for more than 150 years as a recitation hall, gymnasium, and dining hall, and now houses Andover's English classes. Dr. Oliver Wendell Holmes, class of 1825, immortalized "the classic hall" in his poem, "The Schoolboy," written over 100 years ago for the Academy's Centennial Celebration. In 1984, Bulfinch received a full interior restoration, to reflect its original early 19th century design.

The Place

Phillips Academy, known as "Andover," is located on a hilltop in the town of Andover, Massachusetts, which is twenty-one miles north of Boston and Cambridge, and less than an hour's ride from some of the loveliest beaches and mountains in New England. The school's campus has 500 acres of land and more than 160 buildings, including a 65-acre bird sanctuary, a library with more than 100,000 volumes, and two extraordinary museums, the Addison Gallery of American Art and the Robert S. Peabody Archaeology Museum. The school has an endowment of approximately \$190 million (as of 4/91) for support of academic programs, faculty compensation, student scholarships and tuition, and maintenance of the campus. Among the school's resources are 624 dormitory rooms, 72 classrooms, an astronomy observatory, a licensed FM radio station, 5 extensive science laboratories, 20 art and music studios and a new theatre, 3 gymnasiums, 2 swimming pools, 18 playing fields, 25 tennis courts, 2 dance studios, an all-weather track, and a covered hockey rink.



Addison Gallery of American Art owns
 100 works by Winslow Homer
 10), including this masterpiece, *Eight*
 136, oil on canvas, 25 1/4 x 30 1/8 in.,
 anonymous donor.

Addison Gallery Of American Art

In 1930, when Thomas Cochran gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an art resource for the school, the Addison enriches the life of Phillips Academy and the community in countless ways every day.

The museum's holdings are recognized as a distinguished specialized collection and include works by, among others, Washington Allston, John S. Copley and Benjamin West representing the Colonial period; Thomas Eakins, Winslow Homer, and James A. McNeill Whistler representing the nineteenth century; and George Bellows, Edward Hopper, George B. Luks, and John Sloan representing the early part of the present century. In addition, contemporary artists are represented by works of Alexander Calder, Hans Hofman, Georgia O'Keefe, Jackson Pollack, Frank Stella (PA '54), Andrew Wyeth, and many others.

The Addison makes available to Andover's students and to the public this extraordinary collection. Last winter, for example, in one month, American history classes studied the Addison's exhibition "The American City" with its masterworks such as Sloan's *Sunday, Women Drying Their Hair*, Childe Hassam's *Fifth Avenue and 53rd Street*, and Hopper's *Manhattan Bridge Loop*. Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava, and Hollis Frampton (PA '53), among others. Children from elementary schools in Lawrence were brought to the museum to see, many of them for the first time, exhibitions of art and photography, and to meet the exhibiting artists. Andover's art students watched the interactive videodisc of Eadweard Muybridge's motion study photography (one result of the museum's innovative electronic publishing effort). And hundreds of visitors were delighted to view the exhibition of more than ninety works by Winslow Homer. The Addison's activities are numerous and continuous as the museum serves the school, the community, and the arts.

The Oliver Wendell Holmes Library

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous doctor, poet, and wit who was a member of the class of 1825. The building, which consists of the original 1930 structure and an addition of 30,000



square feet completed in 1988, contains the academy's main collection of over 100,000 volumes. The library subscribes to 260 current American and foreign language serials, receives several daily papers from throughout the country, and contains an extensive retrospective periodical collection in microform. The stacks are open. The Oliver Wendell Holmes Library, like all libraries everywhere, is in the midst of a technological revolution that will provide more information from more places to more people more rapidly than ever before.

The library is a service-oriented teaching library. Because of the strong academic tradition of Andover, the library assumes the responsibility of instilling in its students a finely-tuned ability to retrieve information rapidly and simply in all formats. Additionally, the faculty at Andover are active in many fields of research, and the library supports their work.

The library is the home of more than 200 years of Phillips Academy archives and several rare and special collections. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes, some Audubon elephant folios, and one of the world's leading collections of Vergiliana.

The building is open more than 85 hours each week, and contains seminar rooms, faculty research carrels, a faculty reading room, and a number of classrooms.

"What you learn here is far more than English, Math, or Biology. Andover teaches responsibility and it gives you principles. What you get out of Phillips Academy stays with you the rest of your life."

—Tushaar Agrawal '93

Phillips Academy Academic Computing Center

The Academic Computing Center, located in the lower level of the Oliver Wendell Holmes Library, contains two computer classrooms and a computer laboratory filled with more than 70 computers and printers (including Apple IIe, Macintosh, and IBM compatible computers, and various impact and laser quality printers). The Computer Center is an evolving hub of electronic technology, and the Academic Computing staff constantly seek to acquire new equipment; recent additions include a scanner, CD ROM player, videodisc player, Midi keyboard, and video learning station. Faculty frequently use the center's computer classrooms for lessons and demonstrations in nearly all academic subjects; in addition, the center is open to students for their individual work during all library hours. The center's staff regularly schedules free training sessions on all computers for faculty and students, and the center also offers to students an optional discount computer purchase plan. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc. as a Macintosh Reference Site and as a Solutions '91 School.



The Cochran Sanctuary

The Moncrieff Cochran Sanctuary is a sixty-five acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron, and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the Sanctuary, as does the Academy's Search and Rescue program.

The Robert S. Peabody Museum of Archaeology

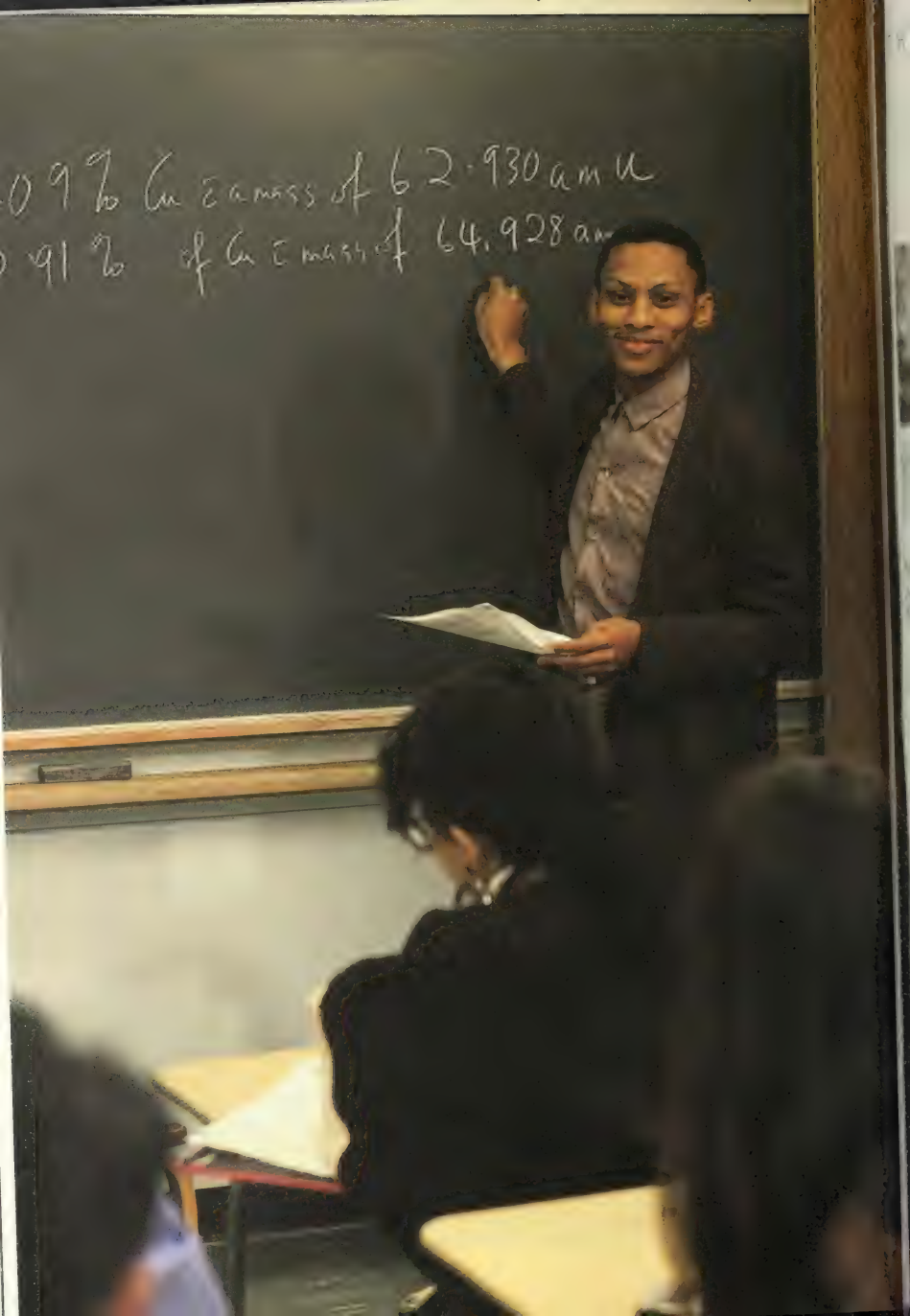
Established in 1901, the Robert S. Peabody Museum of Archaeology houses one of this country's outstanding collections of Native American artifacts. The museum serves as an educational and research center for the Phillips Academy community, the general public, and visiting scholars. Permanent exhibits review the 12,000 years of human history in the Northeast, and rotating exhibits highlight particular topics or issues. Museum programs offer students the opportunity to meet and work with archaeologists and Native Americans as well as museum professionals. The museum also hosts a wide range of classes, meetings, and seminars for both the Phillips Academy and the broader Andover communities.



An example of black-on-white pottery. Excavated from the Pecos pueblo, Pecos, New Mexico, by the R. S. Peabody Museum, 1920.



09% Cu mass of 62.930 amu
91% of Cu mass of 64.928 amu





Susan McCaslin
Dean of Studies, Instructor in
Philosophy and Religious Studies

by Susan McCaslin

The Curriculum

Fulfillment of the school's diploma requirements and academic guidelines provides a rigorous program of study that is both broad and well-balanced among the arts, humanities, and sciences. Andover's extensive elective courses beyond the diploma requirement level enable a student to choose areas of interest and to pursue them in depth—whether it is researching recombinant DNA, reading Gabriel Garcia Marquez or Aristophanes in the original, writing a play, studying fractals, or taking a seminar in Existentialism or Images of Women or American Race Relations. Andover's relatively large size enables it to offer students breadth and depth. In every department, courses are offered beyond the college entrance level.

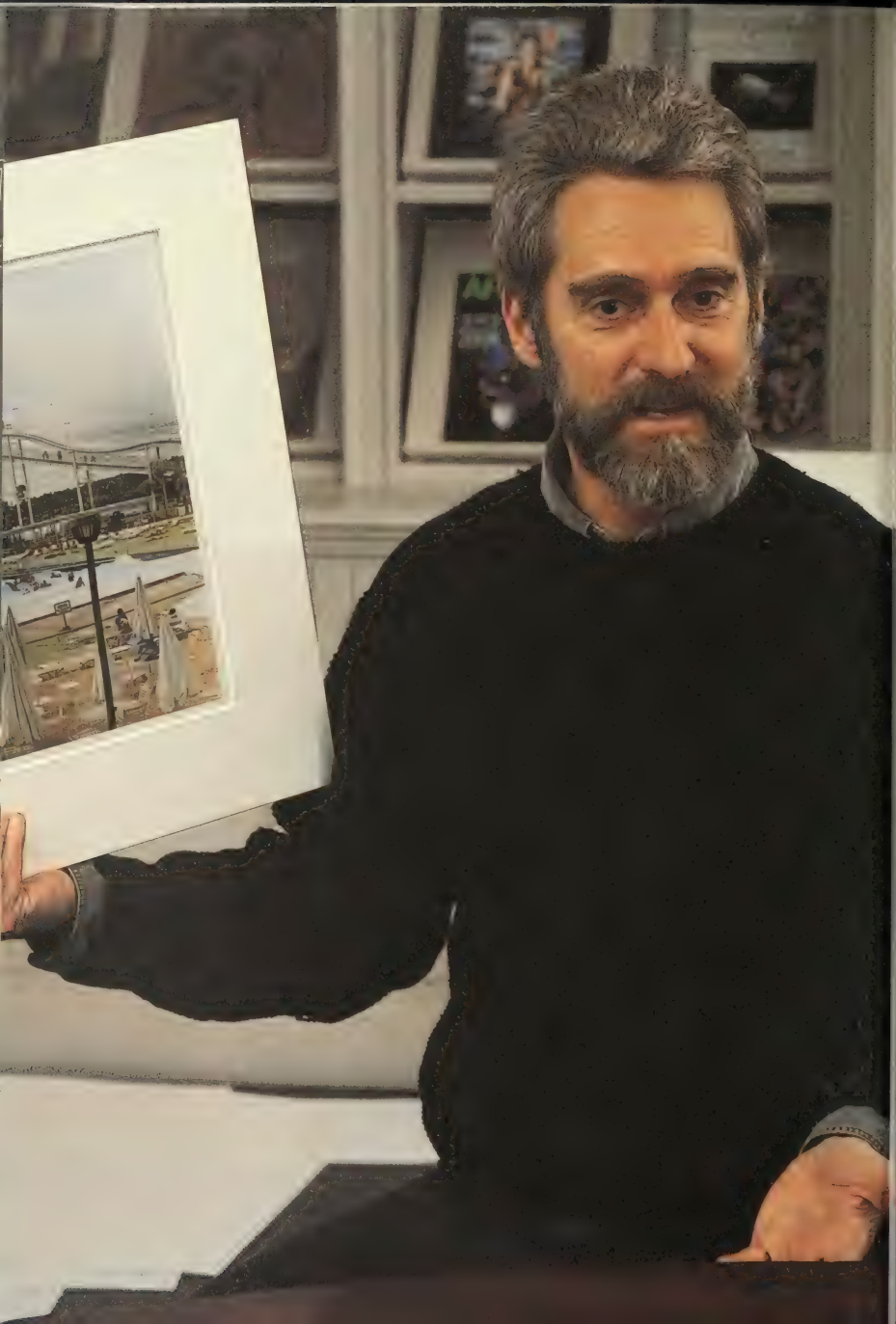
Another benefit of Andover's size is the Academy's ability to offer a variety of entry level courses in *all* departments in order to respond more sensitively to a student's incoming level of preparation. One may begin, for example, at every level of math every term. Most languages offer regular and accelerated sequences, as do all year-long laboratory courses in biology, chemistry, and physics. In areas such as math, science, and languages, where knowledge is cumulative, this flexibility permits students to move at a pace that makes the best educational sense for them and so to gain a firm foundation for future achievement in these areas.

The focus of the curriculum in the lower two years is to provide broad exposure to a variety of disciplines, with an emphasis on building skills in each area. As students progress into the upper two years, they are presented with increasing elective choice so that they may fashion a largely individualized program in the senior year.

The Andover curriculum encompasses 189 courses in eighteen academic departments. An academic advisor guides a student throughout his or her career to develop a program of study that meets his or her needs, interests, and abilities while ensuring a sound foundation in the liberal arts.

Requirements

Requirements for a diploma vary according to the level at which a student enters the curriculum, and are described fully in the *Andover Course of Study* booklet. In general, students receive extensive instruction in English, math, foreign language, history, and science, as well as exposure to the arts, religion and philosophy, and physical education.



Course Listing

Visual Studies (diploma
requirement foundation course)
Visual Studies for Juniors
Introductory and Advanced
Ceramics
Introductory and Continuing
Photography
Advanced Photography: Photo
Journalism
Drawing and Two-Dimensional
Design
Three-Dimensional Design
Sculpture
Artists' Books
Contemporary Communications
Video and Computer Animation
Graphics
Computer Graphics
Painting
Printmaking
Architecture
Filmmaking
Advanced Placement in History
of Art
-As Mythology
-As Illusion
-As Reality
Advanced Placement in Studio
Art

ART

Art Department courses help our students explore the relationship between seeing and thinking, and challenge them to involve themselves in the creative process. The diploma requirement Visual Studies course is the cornerstone of the Visual Arts curriculum and is a prerequisite for all elective art courses. Students learn that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm, and color are topics for discussion and the focus of some basic assignments in drawing, photography, and collage. Recently, computer graphics and video projects have also been included to emphasize the significance and complexity of sequential and motion media imagery.

Fundamentally, the study of visual art at Andover is about risk-taking, wandering through the creative process open to change, allowing spatial reckoning to override linear thinking, and finding image solutions rather than the "right" answers.

The basic introduction to visual literacy will help to de-mystify the experience of looking at images, and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries.

Beyond Visual Studies, a wide range of elective courses offer opportunities for in depth exploration of various visual media. Students who wish to pursue several terms of art can choose from several courses taught by a faculty of ten practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to a remarkable collection of American art at the Addison Gallery of American Art, enhance the studio experience.

Work spaces in the Arts and Communications Center offer a fully-equipped wood and metal shop, two complete photography labs, printmaking facilities, two video editing rooms, and a computer graphics studio. The painting and ceramics studios are in nearby buildings.



Course Listing

Classical Civilization: Greece
 Classical Civilization: Rome
 Etymology
 Greek Literature
 Classical Mythology
 Structure of Classical Languages
*Courses in Latin and Greek are listed
 under Foreign Languages.*

CLASSICAL STUDIES

Four full-time members of the Classics Department offer several elective courses in Classical Studies designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology.

Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an Honors sequence and complete five years of study in four years.

Course Listing

Required Courses

- The Myth and The Journey
(three terms for all juniors)
- English Competence
(three terms for all lowers)
- The Seasons of Literature
(two terms for uppers)
- Shakespeare
(one term for uppers)
- Competence/Literature
(for all new uppers)
- English 350
(optional for one-year seniors)
- English 351 (for students needing
extra work in English)

Elective Courses

- Non-fiction Writing
- Introduction to Writing
- Creative Writing
- Literature of Two Faces
- Topics in English Literature
- American Writers
- Writers in Depth
- Theme Studies
- James Joyce
- Man and God
- 20th Century Drama
- Shakespeare on the Page and
Stage
- The Short Novel
- Satire and Comedy
- Novel and Drama Seminar
- Literature of the Quest
- Playwriting
- Spenser and Milton
- Images of Women
- Chaucer and His Age
- Studies in Literature
- The Literature of Childhood and
Innocence
- The Viet Nam Legacy in Literature
and Film
- Non-Fiction Writing

ENGLISH

The English Department's writing and literature programs are inextricably connected. Developed from the twin notions that younger students have a special affinity for myth and a vivid consciousness of themselves as emerging adolescents, the junior program encourages an understanding of myth through the study of *The Odyssey*, *The Tempest*, and other Journey and Quest myths, and encourages a perspective on the developing self through such works as *Great Expectations* and *Black Boy*. The students keep journals and write short papers. The program aims to induce a love of literature and personal writing.

Lowers at first write essays which concentrate on analysis, argumentation, persuasion, and comparison, and also write an extended research paper. Along the way, they expand their vocabularies and acquire a rhetorical and literary lexicon. In the spring term, as they get ready for the upper year, the students apply their maturing writing skills and growing vocabularies to the study of short stories, essays, and poetry.

For uppers, the program returns initially to a mythic foundation with such works as *Oedipus Rex*, symbolic stories from *The Old Testament*, and *Doctor Faustus*. The course then pursues literary examples of tragedy, romance, irony, and comedy through three large historical periods and many cultures. Students typically discuss these works in class, and then write regular papers of formal literary analysis, but teachers also encourage such complementary alternatives as journals, narratives, role-playing, and satire. The course provides uppers an incipient grasp of literary mode, and of the historical, mythic, psychological, and cultural contexts of literature.

The department offers about two dozen term-contained elective courses for seniors: writing courses in fiction, non-fiction, and poetry, and such literature courses as Chaucer, Shakespeare, Spenser and Milton, *The Literature of the Quest*, *The Viet Nam War in Literature and Film*, *Images of Women*, and *The Literature of Childhood and Innocence*. These courses all engage students in literature on a sophisticated level, and all require regular writing of one kind or another. The English Department's three dozen faculty members include award-winning poets and playwrights, and several novelists, journalists, and critics, all of whom are committed to nurturing their students' writing.

Course Listing

An intensive introductory course in *Italian* is offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration at those levels. Students are then eligible for the following courses:

Chinese

Literature, Philosophy and

Language Review

Literature, History and Current

Events

French

Language and Review and

Contemporary French Life

Selected Readings

Village Français

French Civilization

Conversation and Phonetics

Written Expression

Literature and Film: French Theatre

French Literature

French History

French Civilization Outside of

Europe

Québec et les Québécois

Stylistics

Advanced Placement Language

Advanced Placement Literature

Advanced Placement Language

Contemporary Literature

German

Literature, Composition and

Conversation

Advanced Placement Language

and Literature

Special Topics

Greek

Xenophon, Plato, New Testament

Homer and Euripides

Sophocles, lyric poetry, Thucydides



FOREIGN LANGUAGES

A faculty of thirty teachers in the Foreign Languages division offers Andover students many choices for completing the diploma requirement of three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Russian, and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this basic requirement as a foundation, many students choose to move well beyond in more specialized areas. Accelerated classes are available which complete, for example, the work of four years in three.

In upper-level courses, students can prepare for Advanced Placement Examinations in language and literature and can qualify for advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-advanced placement course.

At all levels of study, students supplement their course work

Italian

Intensive Introductory course for
seniors

Latin

Petronius, Catullus, Vergil
Comedy, Biography, Religion and
Philosophy
Advanced Epic, Lyric and prose

Russian

Literature, Composition and
Conversation
Advanced Literature,
Composition and Conversation
Russian Press
Literature
Special Topics
Russian History and Literature

Spanish

Aspectos de la Cultura y Civilización
del Mundo Hispánico
Literature and Culture, with
Grammar Review
Literature for Advanced
Placement
Advanced Studies in Literature
Special Topics: Literature,
Sociology, Culture
Latin American Studies

*Phillips Academy was honored
when the great academician, No-
bel Laureate and peace activist
Andrei Sakharov visited campus
and spoke to an assembled group
of students and faculty. He is
shown here at a reception in his
honor, with his grandson Matvei
Yankelevich, P.A. '91, to his left.*

with videotapes, audio tapes, and computers, and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups, and trips to special events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

The Language Laboratory

A microcomputer-controlled cassette system Language Laboratory supplements the classroom experience. It may be used for group oral work during class time and for individual homework and drills during evening hours.

For Andover's School Year Abroad program, and other international off-campus opportunities, see page 63.





Course List

Ancient History
 Classical History
 Medieval History
 Early Modern World
 The World in the Nineteenth
 Century
 The World in the Twentieth
 Century
 United States History
 United States History for
 International Students
 Modern European History
 Introduction to Economics
 Urban Studies Institute
 Comparative Government
 International Relations
 The Russian Experience
 Asia: China, Japan, and India or
 Southeast Asia
 Africa and the World
 The Middle East
 Latin American Studies
 Victorian England: England in an
 Age of Expansion
 Issues in Economics
 American Race Relations
 Men, Women, and American
 Culture
 Nuclear Weapons: Proliferation
 and Responses
 The Courts and Constitutional
 Development, 1937–1990

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, complete the department's diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong Advanced Placement survey of Modern European history is also available to seniors, uppers, and exceptional lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Men and Women and American Culture, Social History of Families in America, Courts and Constitutional Development, and Nuclear Weapons.

In the required United States History course and in several of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified uppers and seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence, Massachusetts. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than a dozen members, among them historians, social workers, and social scientists.

Course List

Courses leading to satisfaction of the diploma requirement

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions

Elective Courses

Analytic Geometry
Calculus
Computer Programming:
 beginning, intermediate and
 advanced
Linear Algebra and Vector
 Calculus
Probability
Statistics
Discrete Mathematics
Honors Mathematics Seminar
Independent Projects

MATHEMATICS

The twenty-six members of the Mathematics Department teach a curriculum built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Students whose previous course was elementary algebra will take Geometry unless a placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy the diploma requirements by taking intermediate algebra and the first two precalculus trimesters unless the placement test shows a need for Algebra Consolidation first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses; more than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis.

The Mathematics Department is located in Morse Hall, which is equipped with 12 IBM computers, 14 Macintosh computers, 8 Apple IIe computers, and, in each room, graphing calculators and overhead projection systems. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.

The community of students who like math at Andover is sizeable. Some do advanced mathematics at very early ages; many join the student math club and math team, which has ranked number one in New England several times in math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.



MUSIC

The Music Department faculty consists of nine residential teacher-performers, twenty-one adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Andover offers courses in all areas of music study and for all levels of student. The Nature of Music (Music 20) begins the

Course Listing

Applied
Beginning Instruments
Recorder Ensemble
Brass Ensemble
Woodwind Ensemble
String Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrumental and Vocal
Lessons
The Nature of Music
Survey of Western Music
Developing Musical Skills
Opera Seminar
History and Appreciation
Independent Study in the History
and Literature of Music
Jazz
Popular Music in America
Theory
Words and Music
Orchestration and Conducting
Theory of Music I
Theory of Music II
Theory of Music III
Electronic Music
Advanced Techniques in
Electronic Music

diploma requirement for students without extensive previous experience in music. Students who have studied music (particularly an instrument) intensively will frequently pass an exemption exam which allows them to initiate their music diploma requirement by taking an upper level elective instead of Music 20. Upper level offerings include two levels of Electronic Music, three levels of Theory and Composition, including two terms devoted to preparing for the AP exam, Survey of Western Music History, Jazz History, Seminar in Chamber Music Analysis and Performance, and a course devoted to words and music.

Students of all levels can participate and perform in many musical groups. There are four orchestras: the Academy Symphony Orchestra (80 members); the Chamber Orchestra (25); the Corelli society (20); and Excelsior (15). The choral program is comprised of the Chorus (80), the Cantata Choir (45), Fidelio (a 15-member madrigal group), the Chapel Quartet, the Handbell Choir, the Gospel Choir, and several small, less formal singing groups (All That Jazz, Eight-n-One, Front Row, Six Pack . . .). Wind players have multiple opportunities as well: the Concert Band (80); the Jazz Band (25); and smaller wind and brass ensembles.

The Academy sponsors more than eighty concerts on the campus each year. Most of these concerts take place in the Timken Recital Room in the music building, Graves Hall. Graves Hall, beautifully renovated, consists of three large classrooms, two large rehearsal/concert rooms, a music library (recordings and scores), an electronic music studio, and nineteen practice rooms. Many of the concerts involving large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music. The Chapel also houses three new organs for the use of beginning and advanced organ students. One organ is located in Kemper Chapel; the second is portable; and the third, located in the main chapel, is a 30-stop, double manual, tracker action instrument.



Course Listing

Courses are term contained, involve four prepared class periods, and are offered at various levels on the following topics:

The Biblical World View
 The New Testament Perspective
 Religious Discoverers
 Varieties of Religious Experience
 Introduction to Non-Western Religions
 Introduction to Ethics
 Proof and Persuasion
 Responses to the Holocaust
 Views of Human Nature
 Law and Morality
 Bioethics
 Nonviolence in Theory and Practice
 In Search of Meaning
 Existentialism
 In Search of Justice
 Great Philosophers

PHILOSOPHY AND RELIGIOUS STUDIES

The Philosophy and Religion Department and its faculty of six seeks to initiate students into three distinctive and interrelated human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field, and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions, and social groups. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty; no topic, subject, or pattern is excluded *a priori*.

Course Listing

Introductory Psychology
Developmental Psychology

PSYCHOLOGY

The Psychology Department faculty consists of three doctoral level, licensed psychologists who both teach and provide psychological counseling services. Two elective courses are offered which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the relationship between psychological knowledge and personal growth.

The Introductory Psychology course is designed to introduce the student to the complexity and diversity of psychological inquiry. Topics covered include: psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; abnormal behavior; and research techniques in psychology.

The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones.

"The academics are very competitive because everyone wants to be the best, but if you don't do as well as you want to, you have a lot of support, not only from the faculty, but from other students, all of whom are more than willing to help"

-- Alison L. Wheeler '93





SCIENCE DIVISION

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers, and experimenters in the laboratory, in the classroom, and as independent learners. The requirement of two yearlong courses (which include laboratory work), and the guideline of an additional three terms or a year, provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences. The particular sequence of science courses for any particular student depends on interest and math level.

Biology

In addition to two yearlong courses in introductory biology, the department offers four courses on the advanced level, three intermediate courses, and an elementary course which is particularly well suited to serve younger students. The introductory courses give students a general background and an

Course Listing

Biology

Oceanography
Introductory Biology
College Biology
Human Ecology
Microbiology
Animal Behavior
Ecology and Evolution
Human Physiology
Molecular Biology
Laboratory Research in Biology
and Chemistry

Chemistry

Elementary Introductory
Chemistry
Introductory Chemistry
College Chemistry
Honors Introductory
Chemistry—Advanced
Placement
Advanced Placement Chemistry
Elementary Organic Chemistry
Research in Chemistry

Physics

Observational Astronomy
Physical Geology
Geology of the Solar System
Cosmology—The Universe
Beyond the Solar System
Introductory Physics
College Physics
Advanced Physics (B-level,
Advanced Placement; C-level
Advanced Placement)
Electronics
Relativity and Quantum
Mechanics
Physics Seminar

understanding of some of the current trends in biology. During the spring term, students design and carry out independent controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who enjoyed the introductory courses.

Because of recent changes in the Advanced Placement examination, Andover does not offer a course specifically directed at advanced placement. Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses permit students to study some topics in considerably more depth than is usual in a typical Advanced Placement course after reviewing and building on material introduced earlier. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used. Many students who take the advanced sequence take the Advanced Placement examination.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the Laboratory Research course, where they learn state-of-the art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

Chemistry

Three levels of yearlong courses introduce students to atomic structure, chemical reactions, bonding, gases, liquids, solids, solutions, thermochemistry, kinetics, acids and bases, electrochemistry, nuclear reactions, and organic molecules. All of these yearlong chemistry courses use a college text and problem solving is emphasized. There are Advanced Placement offerings for one year or two years of study. In addition, term courses are offered in the areas of organic chemistry, chemistry of nutrition, and environmental chemistry. A lab-oriented introduction to chemistry is available to juniors.

The department has excellent equipment for experiments in elementary syntheses and analysis, including analytical balances, visible and infrared spectrophotometers, pH meters, voltmeters, a gas chromatograph, a bench top furnace, and ample ventilating hoods.

Physics and Astrophysics

The Physics Department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and "modern physics." Also offered are electronics, astronomy, relativity and early quantum theory, geology, and university-level Advanced Placement physics.

The Physics Department operates the Thornton Observatory which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor, and six other portable telescopes. These instruments are used in astronomy courses as well as in project work: Recent projects have included such areas as solar, lunar and planetary study; astrophotography; computer simulations; and orbit analysis.

The department is well equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, and computers for rapid data analysis, word processing, or programming. These items and many more are available and used in classroom demonstrations and student laboratory work.

Past students projects have included work with laser transmission of information, holograms, the construction of an electronic calculator, speed-of-light measurements, determinations of the electronic charge and mass, interferometer measurements, and finding the gravitational constant.

Course Listing

Theatre
Introduction to Acting
Public Speaking
Acting and Directing Workshop
Stagecraft
Play Production
Shakespearean Workshop
Playwriting
Dance
Introduction to Dance



During his second and third years at Andover, Jack Lemmon's grades were suffering due to his overpreoccupation with theatrics and composing. Though things looked very bleak in his senior year, he applied himself diligently and made what he thought was an astounding reversal. Against all odds he was able to graduate. When Headmaster Claude Fuess handed the proud young Lemmon his diploma, he said, "A remarkable change. I'm truly impressed, Bill."

THEATRE

The Theatre Department takes advantage of the varied skills of ten faculty members, among them professional actors and playwrights. Course content includes introduction to acting, technical theatre, public speaking, dance, the more advanced acting-directing class and the theatre production course.

In a typical year, in those courses and in extracurricular projects, theatre faculty and student directors will mount between twenty and thirty productions. Faculty productions range from a Shakespeare play involving more than sixty student actors and technicians to a six-character Beth Henley play set in a kitchen, or a dance concert with two dancers or twenty. All faculty-directed plays are done under the aegis of the theatre production course, a term-long course in which students must audition in order to participate, rehearse a minimum of eight class hours per week, and perform the play before a general audience of peers, parents, faculty, and local residents. While student-directed plays are not done as course work, they are taken no less seriously than the faculty-directed shows. Student directors must cast their own plays, coordinate all facets of the production, and stay within a prescribed budget. Faculty advisors assigned to each production may monitor the student's progress during the rehearsal period, offering suggestions and advice, but great freedom is accorded each student regarding choice of play, interpretation of the script, and the like.

All of the department's offerings will be presented in a new, state of the art complex consisting of a 400-seat theatre capable of being configured to realize any design requirement, and an equally flexible smaller space that will seat approximately 100, plus classrooms, dressing rooms, storage spaces, and shop areas. With the expansion of gifted and dedicated faculty, and the restoration and completion of an extraordinary new theatrical space, the Phillips Academy Theatre Department is poised to begin a new era, in which theatre faculty hope to provide Andover's students the best education possible in the theatre arts.

Being at Andover is not just about getting into college. Andover is about an experience. I can already see and feel the benefits of what I have learned from dorm life. I get along with all types of people from all kinds of backgrounds. It is the diverse student body which makes Andover such a unique and special place to live, learn and grow.

—Max Hoover '91

At Andover, the College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. The counseling starts in the fall of the upper year with a series of class and cluster-based meetings to outline the eighteen-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors for one-to-one consultation, which begins in February of the upper year. Two individual conferences occur in the spring, the first to review academic, personal, and extra-curricular histories and to develop appropriate tailor-made criteria for the development of the initial college list, which is the subject of the second meeting. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents are enlisted from the outset as partners in the process and are encouraged to communicate their ideas and concerns to the College Counseling staff. A quarterly Newsletter is mailed to parents from the College Counseling Office.

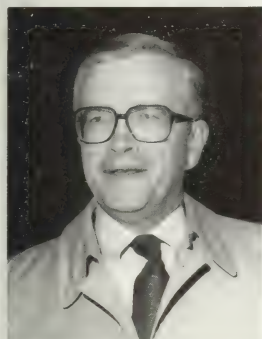
The College Counseling Office maintains a library of college catalogues, financial aid information, and testing materials. The office hosts several hundred college admission representatives annually, coordinates the college admission testing program, and presents workshops and seminars on various aspects of the college admission process, such as interviewing and essay writing.

The office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.



For a listing of college matriculations for the 1990 graduating class, please see p. 89.





Helmuth W. Joel, Jr.
Dean of Faculty,
Instructor in English

by Helmuth W. Joel, Jr.

"Passionate!" a senior exclaimed when asked to describe Andover's teachers.

Passionate means instructors in Russian who take turns teaching first-year classes so students will hear different voices. It means mathematics teachers excited about applications of the graphing calculator, who remember to begin classes with students' questions out of the previous day's homework. It means English teachers whose devotion to language inspires a class in Toni Morrison or N. Scott Momaday as much as one in Edith Wharton or William Shakespeare—or indeed one featuring Andover students' own writing. It means a physics teacher visiting another teacher's Physics 20 class and finding himself speculating as intensely as the students on whether the specific heat of an egg will be higher than that of the boiling water around it. It means a history teacher who on a Phillips Academy trip to a prison on Gorée Island, Senegal, discovers spiritual affinities with his forebears and whose exploration of the black experience

in America is enriched forever with the tears he shed there.

Andover faculty members know that the best questions and activities make the best classes. They know that life is full of mystery, some of which can be understood. They know that for answering questions, hard work does better than fear or drift. They embrace students in their efforts to comprehend and create, not only in various academic subjects but also in their developing selves. The faculty knows that each student's path will be different from others' and that the path will include classes, dining hall, athletics, activities, and dormitory. The faculty values different ways and different people; it seeks everyone. *Passionate* indeed the faculty is, yet *com*-passionate, as well; devoting itself to education of the individual as the best hope for all.

Phillips Academy has 194 full-time and 51 part-time faculty members who hold, among them, 170 Ph.D.s and master's degrees. These educators are professional scientists, mathematicians, historians, theologians, writers, artists, poets, and musicians who have received numerous awards for their accomplishments as professionals as well as for their outstanding work in the classroom. Given their credentials, most of the faculty could be teaching at college. However, they have chosen to teach at Andover, a place where they can have an impact "after the bell." Faculty members are students' house counselors, coaches, and advisors, which is why teaching at Andover occurs 24 hours a day.

"At Andover a student must first master basic skills, then acquire bodies of knowledge, and only then move into thinking originally, critically, or morally; the last step before they leave us is intellectual independence."

—Kelly Wise



Kelly Wise

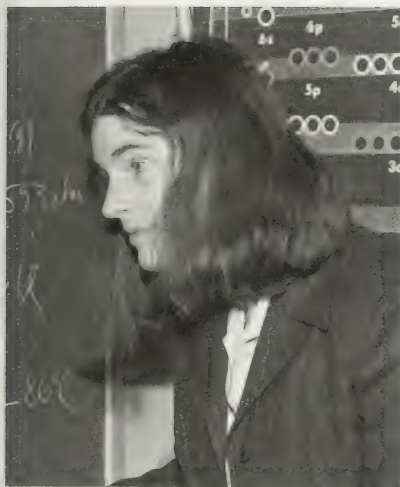
B.A. Purdue University, M.A. Columbia University
Instructor in English
Founder, Institute for the Recruitment of Teachers

English Instructor Kelly Wise is a photographer, a critic for *The Boston Globe*, a book editor, an art commentator on National Public Radio, and author of seven books of photography.

Mr. Wise's work has been exhibited widely in America and also in London, Amsterdam, Helsinki, Mexico City, and Milan. His photographs are part of more than twenty-five public collections in among others, the Library of Congress, and the National Portrait Gallery of the Smithsonian Institution. Among his more famous works are *Men and Women of Letters*, a collection produced between 1980 and 1985 of portraits of noted authors including Norman Mailer, John Updike and Mary McCarthy. With English department colleagues Thomas Regan and Paul Kalkstein, Mr. Wise co-authored the text for Andover's core English course, *The English Competence*

Handbook. He developed and teaches a senior literature seminar focusing on major works since 1880. The course is entitled "Novel and Drama;" students in their unflinching tendency to invent legends, have nicknamed it "Grovel and Trauma."

Most recently, Mr. Wise created the summer Institute for Recruitment of Teachers, a pioneering program designed to attract people of color to the teaching profession and prepare them to teach at the high school and college level.



Leslie Ballard

*B.A. Sarah Lawrence College,
M.A.T. Harvard University
Instructor in Biology and Chemistry
Chair, Science Division*

Leslie Ballard, chair of the Science Division, has spent 15 years at Andover making chemistry more accessible to her students, implementing her ideas in improving science division safety standards, and increasing the variety and quality of equipment in the chemistry labs.

Inspired by her students' accusations that chemistry was too abstract, Ms. Ballard and her colleagues created a special department workshop to address the relevance of the discipline and enliven the subject for all science students. As department chair, she has renovated the ventilation hoods in labs, commissioned works of art to illustrate chemical compounds, and redesigned the curriculum to address the needs of students at different levels. Under her aegis, Andover has expanded its set of spectrophotometers and pH meters and acquired a gas chromatograph.

Ms. Ballard has been a house counselor, and a coach of yoga and Search & Rescue. Prior to coming to Andover, she worked as an associate in laboratories at Harvard University and at the Rockefeller Institute in New York.



Kevin Heelan

*B.A. St. Mary's College of Maryland,
M.F.A. Smith College
Chair, Theatre and Drama*

A published playwright, actor and current head of Andover's Theatre Department, Mr. Heelan personally directs many main stage campus productions and oversees operation of the student-managed Drama Lab.

Mr. Heelan's own works include *Heartland*, published by Samuel French Inc. and produced on Broadway starring Sean Penn; *Split Decision*, also published by Samuel French; *Ten East*, and most recently *Distant Fires*, a work about six construction workers on the job. Premiered by the Hartford Stage Company in 1986 *Distant Fires* was selected winner from over 1300 other scripts for Best Play by the CBS/Dramatists' Guild. Mr. Heelan has been cited by both the *Boston Globe* and *The New York Times* as one of America's promising playwrights. *The Split Cherry Tree*, a movie he wrote, was nominated in 1982 for an Academy Award for Best Live Action Short. In 1987, Mr Heelan received a grant from National Endowment for the Arts.

Mr. Heelan is well known at Andover for his avant-garde productions of Shakespeare classics and for his animation in the classroom.





Leon Modeste, Director of Athletics, Instructor in Physical Education

by Leon Modeste

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the Athletic Department offers dozens of sports, dance, and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. Athletic trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, aikido, karate, Search and Rescue, classical ballet, modern dance, yoga, and aerobics. At Andover, to play is the thing!

All juniors and lowers take one challenge-based Physical Education Course five hours a week for one term. In the course, they are tested for physical aptitude and instructed in safety, health, and exercise physiology. They learn drown proofing, master a ropes course, and learn the information and skills they will need to maintain lifetime wellness.

In addition, these students join all other students in our afternoon athletic program, which includes varsity and sub-varsity competitive sports, intramural cluster-based sports, and recreational, dance, and fitness activities. It is during these afternoon programs that varsity athletes are coached to reach their greatest potential as competitors, sub-varsity players learn games they had never played before, dancers rehearse for their performances, cluster competitors practice for their matches, cross country skiers head for the trails, rowers head for the rivers, hikers head for the hills, the weight room is full, the gym is noisy, and the playing fields are overrun. The wide variety of Andover's offerings, and the enthusiasm of coaches, trainers, and instructors, make these afternoon activities as much fun as they are beneficial.

The Training Room

Andover's training room is a fully staffed coeducational facility that provides a variety of services to all students enrolled at the Academy. The three full-time trainers work in conjunction with the school physician and the staff at Isham Infirmary. The Athletic Department oversees the athletic program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

Interscholastic Varsity Sports

Fall

| Boys | Girls |
|---------------|---------------|
| Cross Country | Cross Country |
| Soccer | Soccer |
| Football | Field Hockey |
| Water Polo | Volleyball |
| | Water Polo |

Winter

| Boys | Girls |
|---------------------|---------------------|
| Basketball | Basketball |
| Hockey | Hockey |
| Skiing | Skiing |
| (Alpine/ Nordic) | (Alpine/ Nordic) |
| Squash | Squash |
| Swimming | Swimming |
| Track | Track |
| Wrestling | |

Spring

| Boys | Girls |
|-----------------|-----------------|
| Baseball | Softball |
| Crew | Crew |
| Golf | Golf |
| Lacrosse | Lacrosse |
| Tennis | Tennis |
| Track and Field | Track and Field |

Catcher Kerry O'Malley (l.) '92 of Colchester, Vt., and Pitcher Carolyn Carr '91, of Stoneham, Mass., are mainstays of PA's winning softball team. Posting 14 wins and only one loss, the team counted among its victories three extra-inning wins, a doubleheader sweep over Deerfield in which Carr threw a perfect game, and a 13-3 triumph over Exeter. In the season, Carr posted 9 victories, striking out 103, walking only 10 and finishing with an ERA of 0.20. O'Malley threw out 6 of 13 base-stealers and led the team in sacrifice bunts.

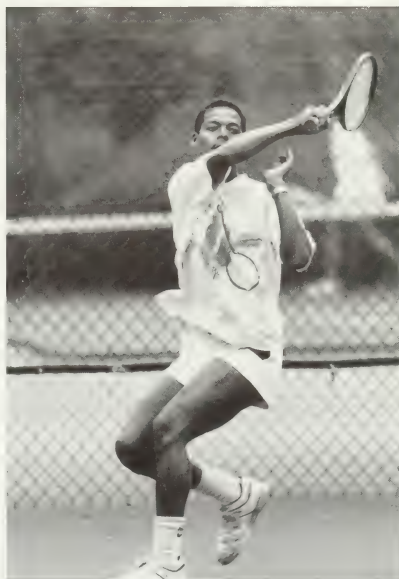
The Athletic Complex

Since the founding of the first gymnasium in 1850, Andover's athletic facilities have been among the finest in New England. They include 18 playing fields and 25 tennis courts; the Sorota Track, the Borden, Memorial, and Abbot Gymnasiums, with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room, and weight training rooms; the Case Memorial Cage with its indoor track; the Sumner Smith Hockey Rink; and the James C. Greenway boathouse on the Merrimack River.

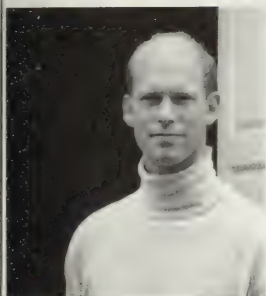


Boys and Girls Interscholastic, Intramural, Recreational and Fitness Athletics

| <i>Fall</i> | <i>Winter</i> | <i>Spring</i> |
|------------------|-----------------|------------------|
| Ballet | Aikido | Ballet |
| Basics (fitness) | Ballet | Baseball |
| Crew | Basics | Basics |
| Cross-Country | Basketball | Crew |
| Field Hockey | Gymnastics | Cycling |
| Football | Hockey | Golf |
| Karate | Kayaking | Karate |
| Modern Dance | Modern Dance | Lacrosse |
| Search & Rescue | Scuba Diving | Modern Dance |
| Soccer | Search & Rescue | Rock Climbing |
| Squash | Skiing: | Sailing |
| Table Tennis | (Alpine/Nordic) | Search & Rescue |
| Tennis | Squash | Softball |
| Volleyball | Swimming | Speedball |
| Water Polo | Track | Squash |
| Yoga | Wrestling | Tennis |
| | Yoga | Track |
| | | Ultimate Frisbee |
| | | Yoga |







*Henry Bond Wilmer
Dean of Residence,
Instructor in French*

by Henry Bond Wilmer

At Andover, we have plenty of room for kids from Beijing and Brooklyn, for artists and athletes, for conservatives and liberals, for Muslims, Christians, and Jews, for philosophers and philatelists. We have plenty of room for our own student-run radio station and newspaper, and for organizations concerned with politics, or economics, or nuclear issues, or Apartheid, or African and Latino culture in the United States, or chess. Special social events include concerts, speakers, dances (from heavy metal to rap to reggae) and celebrations to mark all sorts of cultural events. The kaleidoscope of people and points of view provided by our size means Andover students can always find someone to share their interests, appreciate their talents, and give timely advice when they need it — or to help them discover new interests, new skills, and new perspectives. In education, change is the name of the game, and Andover students need plenty of room to play.

So Andover is a big school. But Andover is a big school that works hard to feel small. Each student belongs to a cluster, and for each student a house counselor or day student counselor, teachers, coaches, and an academic advisor all provide advice and encouragement. The cluster system, combined with our academic and psychological counseling services, our Office of Community Affairs and Multicultural Development, our actively involved campus chaplains, and our infirmary enable Andover to offer multiple opportunities for support and guidance—personal, social, intellectual, spiritual, cultural, psychological, and medical. These resources permit us not only to react to student initiatives and needs, but also to provide a rich residential curriculum of special programs dealing with such issues as drug and alcohol use, human sexuality, and racism.

Andover is a big school that feels small. Our purpose is to bring to our students the advantages of our diversity while at the same time making each feel confidently at home.



Clusters

All students at Andover—boarders and day students—are assigned to one of the school's six "clusters," each of which functions as a small school within the Academy. Dormitories are assigned to clusters according to their geographic location; each cluster includes girls' and boys' dorms, about two hundred day and boarding students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system is the heart of Andover's residential life, bringing the advantages of a small school to an institution that already has the advantages of size.

The dean of residence oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders, who knows all of the students in the cluster, and who is available to students and to parents for information and advice. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

A faculty member is responsible for administering the student work program, which is designed to develop in our students a sense of community responsibility for the daily operation of the school, to remind them of the practical elements of life beyond academia, and to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice, and all students also take turns working in the dining hall.

The Weekend Scoop



Dorms and Counselors

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication. Parents can expect to hear from the counselor at regular intervals and are encouraged to turn to this faculty member for information about a student's progress. The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families in residence. All living arrangements encourage close relationships among students and between students and house counselors' families. One-third of the boarding students live in single rooms; two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain lowers, uppers, and seniors. Juniors, however, all live together in dorms with special study and lights-out policies that are designed to help our youngest students adjust successfully to their first year at boarding school.



I think what sets Andover apart is the fact that we all chose this school because we are dedicated to learning, students and faculty alike. Living and working together in a multicultural community has been an extremely valuable experience for me over the past four years; I think it's important to be exposed to such a community at a young age.

—Lucie Flather '91

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

Rules and Discipline

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of the Academy Blue Book, summarizing rules and regulations; all students are held responsible for its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level and involves the cluster dean, the house counselor, and other faculty and student representatives. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school, all render a student liable to dismissal. Cluster recommendations for suspension or dismissal are made to the headmaster, who makes the final decision. Examples are dishonesty, the possession or use of alcoholic beverages or illegal drugs, and unauthorized absence from school bounds.

The Daily Schedule

| | |
|----------------------|--|
| 7:15 a.m. | Commons opens for breakfast |
| 8 a.m. | Classes begin. Seven 45-minute periods per day |
| 9:45–10:15 a.m. | Conference Period (for individual student-teacher conferences) |
| 11:30 a.m.–1:30 p.m. | Lunch at Commons |
| 2:45 p.m. | End of last class |
| 3:15–5:15 p.m. | Sports |
| 5–6:30 p.m. | Supper at Commons |
| 6:20–7:50 p.m. | Music rehearsals |
| 8 p.m. | Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, or music building |
| 10 p.m. | Dorm sign-in for all students on week nights (during 5-day weeks, Friday evening sign-in for underclassmen is 10 p.m., 11 p.m. for seniors, and Saturday evening sign-in for all students is 11:30 p.m.) |
| 11 p.m. | Lights out for juniors on week nights |

The Calendar

Andover operates on a trimester system. The year begins in late September and ends in mid-June, with breaks in December and in the early spring.

Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday, and Friday, the full class days, and on Wednesday morning and every other Saturday morning. Sunday is totally free.

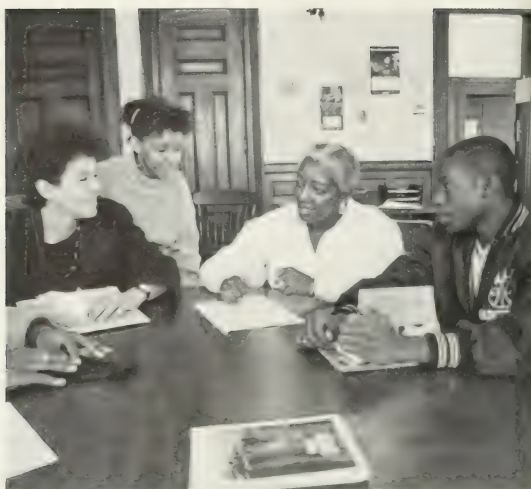
This flexible weekly schedule provides time for independent study, rehearsals, and sports, as well as for informal visits to the art and archaeology museums, and for student-run extracurricular organizations such as the literary magazines, the school newspaper, the school radio station, and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays, and informal activities.

Participation in athletics is required of all students, and athletics and activities are scheduled four afternoons a week for two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competitions.

Meals are served in Commons, the central dining hall, composed of four handsome, traditional dining halls and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Instead of formal study halls, study hours are scheduled between 8 p.m. and 10 p.m.; students who use their free periods during the day to study can finish their homework by the end of these study hours. During these hours, students are required to be signed in either to their dormitories or to an academic area on campus.

Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks or supervising them for two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.



The Office Of Community Affairs and Multicultural Development

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures, and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and racism, with an emphasis on collaboration towards a better understanding of race, class, and diversity within our society. The dean of community affairs and multicultural development also works closely with the deans of faculty, studies, and admission on issues of hiring, curriculum, and admission.

The office provides counseling and support services for African-American students, Latino-American students, or any other students who may need assistance adjusting to Andover's rigorous schedule. The office also serves as an Afro-Latino Cultural Center and Heritage Library. The center is the meeting location for the Afro-Latino American Society Board meetings, and it is available to other groups for meetings and small study groups.

In a community such as Andover, all must commit themselves to the goals of the community and to loyalty to each other. Since education at Phillips Academy is both intellectual and humane, students and faculty derive mutual support from sharing of themselves and their ideals.

In the 1840's the widow of Principal Osgood Johnson devoted herself to the care of sick Seminary students at Samaritan House, built and named for that purpose, now a student dormitory. In spite of this, rows of gravestones mark the toll of epidemics. An Academy graduate of 1890 reports that no such care as Widow Johnson's was available to the Academy students of the 1890's: "There was no infirmary. If you were ill, it was nobody's business but your roommate's, who brought you meals from Marland's unappetizing fare."

Community Service

The Community Service Program provides opportunities for students to volunteer time in service to the community in Andover, and in the nearby city of Lawrence. More than 700 students take advantage of these rewarding opportunities each year. Some examples: students may tutor children from culturally and ethnically diverse backgrounds, assist teachers in their work with physically handicapped and developmentally retarded children, work with children from 3 months to 5-years-old in the Andover Community Child Care Center on campus, help the Big Brother and Big Sister program in Lawrence, or work at The Academy Manor Nursing Home in Andover.

It is the program's primary goal that participants learn a deeper appreciation of themselves and their potential, and that they achieve personal growth in the service of others by fulfilling the mandate of the academy's motto, *Non Sibi*, not for self.



Organizations:

Afro-Latino-American Society
All That Jazz (vocal jazz group)
Amateur Radio Club (W1SW)
Andover Ambassadors
Andover Forum (current events publication)
Asian Society
Astronomy Club
Backtracks (magazine of commentary)
Blue Key Society
Bridge Club
Cercle Francais
Chapel Fellowship
Chess Club
Chorus
Community Service
Computer Club
Dance Club
Equestrian Club
8 'n 1 Club (singing group)
Fidelio Society (madrigal singing society)
Gay-Straight Alliance
German Club
The Heartland Coalition
Jewish Student Union
Just Ordinary Komedians Everywhere
The Leaky Pen (satire club, with publication)
The Mirror (literary magazine)
Model United Nations Club
Mohgul Society (Indian Society)
Natural History Club
Newman Club
Nuclear Awareness/Education Club
The Phillipian (student newspaper)
Philomathean Society (debating society)
The Photography Club
Political Economy Club
Pot Pourri (yearbook)
Press Club
Scuba Club
Ski Club
Society for Creative Consciousness
Strategic Gamers Guild
Tertulia (Spanish club)
WPAA (student radio station)

Extracurricular Activities

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests in the student body. The Andover Ambassadors handle the responsibility of conducting campus tours and hosting visiting students for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air from 6:30 a.m. to 11:30 p.m. daily, serving the local listening area as well as the student body. *The Phillipian*, the Academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. The *Pot Pourri*, the school yearbook, the school literary magazine, *The Mirror* (Robert Frost was an early contributor), and many other student publications provide more opportunities for those with a literary bent.

Cultural organizations abound, as do course-related groups such as the Astronomy Club and German Club. The Chapel Fellowship, the Newman Club, and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Economy Club may be listening to a State Department official discuss the Middle East; the Natural History Club may be bird watching on an ocean beach; the Debate Team may be at its work in the Debate Room of Bulfinch Hall.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.



Lots of times, people from other places will say that Andover is so big and ask if you lose the personal aspect that a small school provides. I have found that a larger school offers so much more in terms of activities, classes, and sports, which are kept small so you do get the personalized attention. The advantages of a large school outweigh the disadvantages by far. I mean, where else can someone take yoga as a sport?

—Merritt Lear '93

Residential Education

Phillips Academy takes seriously its responsibility to help students learn about health and human issues, and has developed several specific programs to address alcohol use, human sexuality, eating disorders, and so many other issues that concern young people today. Some of the programs are required, some voluntary; all are for day students as well as boarders.

Each fall instructors from the Freedom from Chemical Dependency Foundation arrive at school for a week. New students attend four basic classes in alcohol and drug use prevention; returning students choose from among thirty-six related workshops.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors.

Those wishing to explore the issues of racism can take part in Anti-Racism Workshops sponsored by the Office of Multicultural Development and Community Affairs, or can join SARC (Students Against Racist Community). The Women's Forum and the new Date Rape Prevention Team offer programs which are designed to educate the community on gender issues. Other student-run organizations and support groups deal with such important issues as eating disorders and the aftermath of divorce. The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

Graham House

The Graham House Counseling Center serves the community in several ways. The staff offers psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff, and specialized workshops in response to residential needs.

Isham Infirmary

Phillips Academy employs a full-time physician/medical director, a licensed school nurse-practitioner, and registered nurses to staff Isham Infirmary. Isham has approximately 600 inpatient admissions and 7500 outpatient visits per school year. There are dentists and a dental hygienist who are available for routine care and emergencies. An orthopedic clinic is run weekly

by an orthopedic surgeon in conjunction with three full-time athletic trainers who supervise rehabilitation, practices, and athletic competitions. A dermatology clinic is held monthly and a registered dietitian is available for consultation with students upon request. The Graham House Counseling Center employs three psychologists, who are available to students seven days a week.

The Isham staff maintains close contact with approximately forty medical and dental specialists in the greater Lawrence and Boston communities, who are readily available for consultation. Isham Infirmary also welcomes requests for follow-up and continuing care from students' home physicians.

The Campus Ministry

Reflective of a diverse student body, the religious ministry at Phillips Academy is also diverse. Priest, minister, and rabbi serve the ongoing liturgical and celebrative needs of the Roman Catholic, Protestant, and Jewish students on campus; the chaplains also teach, counsel, and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation, and fellowship in a variety of settings.





Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be used as complements to this school. Thus far, the multiple schools idea has taken form in several program models which are open to Phillips Academy students as well as students from other schools.

Phillips Academy tuition, fees, and financial aid do not cover the cost of these programs:



Randy Pepper, an instructor in English, author, and a contributing photographer to *National Geographic* magazine, created a new course in the 1985 Summer Session entitled "Oceans." A combination of marine biology, environmental studies, and oceanography, the course includes four weeks of study in the labs at Andover, and two weeks "in the field," sailing along the New England coastline aboard the 55' schooner *Madame Sarah Abbot*, named for the founder of Abbot Academy.

School Year Abroad

School Year Abroad offers to qualified uppers and seniors a full academic year of living and studying in France or Spain. Originated by Andover, SYA is now jointly sponsored by Andover, Exeter, and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or strong preparation for college. Students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and Spanish or French) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel, all college boards, and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. A catalog can be obtained by writing:

Woodruff W. Halsey II, Director
School Year Aboard
Phillips Academy
Andover, MA 01810-4166

Trimester Programs in Foreign Countries

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities:

Fall Term, Novosibirsk, Soviet Union; Paris, France; **Winter Term**, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; **Spring Term**, Guadalajara, Mexico; Bologna, Italy; **Summer**, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each pro-

gram has its special characteristics. For more information consult the chair of the Division of Foreign Languages.

Other Off-Campus Programs

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Phillips Exeter Academy, allows a group of uppers and seniors to spend the spring term in Washington working in the offices of U.S. senators and representatives.

The Mountain School Program of Milton Academy is a semester-long program for uppers which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. The Maine Coast Semester is a similar, semester-long program offered in Wiscasset on the coast of Maine. Phillips Academy students may participate fall term only. Students continue their academic courses in addition to activities which emphasize practical skills and crafts.

It is also possible for seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of the school-sponsored programs.

The Phillips Academy Summer Session

The Phillips Academy Summer Session is a six-week, intensive academic program in which both innovative and traditional courses are taught. Courses in all subjects and at all levels demand hard work—harder work than most students have ever before experienced. In addition to English, modern languages, mathematics, history, and the sciences, the curriculum offers such opportunities as Social Psychology, Great Philosophers, Law and Morality, Modern Astronomy, Oceanography and Marine Biology, and Economics.

Other features of the Summer Session are special courses in writing, including the nationally known *Competence in Writing* (developed at Phillips Academy); an expanded ESL Program (English as a Second Language) for foreign students who wish to achieve English fluency; a Chamber Music Program which provides a unique opportunity for able music students in all combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of





the visual arts who wish to develop a portfolio in preparation for the Advanced Placement Examination in Studio Art.

The Summer Session makes use of all the school's facilities and is open to able boys and girls from all parts of the country and abroad. Applicants must be graduates of the 8th, 9th, 10th, or 11th grades. A catalog can be obtained by writing:

Elwin Sykes, Director
The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4400

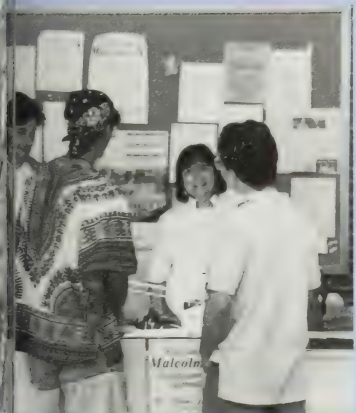
(MS)²: Math and Science for Minority Students

The (MS)² Program—Math and Science for Minority Students—offers mathematics and science instruction to black, Hispanic, and Native American students from selected urban centers. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering, and medicine. Further information can be obtained by writing:

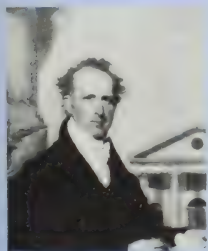
Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4405

Students currently enrolled at Phillips Academy's regular session are normally ineligible to attend the Phillips Academy Summer Session or the (MS)² Program. Students attending the Phillips Academy Summer Session or the (MS)² Program normally do not apply for admission to the Academy's regular session for a full calendar year. Exceptional cases may be reviewed by the director of the Summer Session.





Young Josiah Quincy, in 1778, didn't look forward to the prospect of eight long hours in the recitation room: "The truth was, I was an incorrigible lover of sports of every kind. My heart was in ball and marbles." He went on to become congressman, mayor of Boston and president of Harvard.



CALENDAR 1991-92

Fall Term

| | |
|------------------|--------------------------------------|
| Sept. 8, Sun. | Faculty return |
| Sept. 12, Thurs. | New students arrive and register |
| Sept. 14, Sat. | Old students return and register |
| Sept. 16, Mon. | Classes begin |
| Oct. 11, Fri. | Mid-term academic review |
| Oct. 18-20 | |
| Fri.-Sun. | Parents' Weekend (all parents) |
| Oct. 21, Mon. | College Visiting Day (no classes) |
| Nov. 27, Wed. | Thanksgiving vacation begins, 1 p.m. |
| Nov. 28, Thurs. | Thanksgiving vacation ends, 8 p.m. |
| Nov. 30, Sat. | Classes end, 11:30 a.m. |
| Dec. 7, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|-----------------|---------------------------------|
| Jan. 7, Tues. | Winter vacation ends, 8 p.m. |
| Feb. 7, Fri. | Mid-term academic review |
| Feb. 10, Mon. | Mid-winter holiday (no classes) |
| March 10, Tues. | Classes end, 1 p.m. |
| March 14, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|-----------------|-----------------------------------|
| March 31, Tues. | Spring vacation ends, 8 p.m. |
| April 20, Mon. | College Visiting Day (no classes) |
| May 1, Fri. | Mid-term academic review |
| June 1, Mon. | Classes end, 12 noon |
| June 7, Sun. | Commencement |
| June 12-14 | |
| Fri.-Sun. | Alumni Reunions |
| July 2, Thurs. | Summer Session begins |
| Aug. 12, Wed. | Summer Session ends |

"Youth from Every Quarter"

The school's *Constitution*, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see School Costs and Affordability, page 70).

APPLICATION PROCEDURE

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$800 is required to reserve a place at the time admission is offered to an applicant.

If you have a question about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line:
(508) 749-4050

Academy switchboard:
(508) 749-4000 ext. 4050

Office hours:
Monday through Friday, 8:30 a.m. to 4:30 p.m.
Saturday, 8:30 a.m. to 12:00 noon, October 1 through January 31.

Day Students

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time only choice which must be made when the application is submitted to the Admission Office.**

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH),

Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.

Four Steps To Be Completed For Application

1 Submit The Preliminary Application Card and the non-refundable \$30 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application Card and Fee are received.**

2 Complete The Personal Interview Requirement. Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer, or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. **Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 74.)**

3 Return The Final Application Forms. Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned as soon as final or mid-semester grades are available for the fall term. **The transcript must include current grades for application to be complete.** Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. **We cannot accept any application forms by FAX.**

4 Take The Secondary School Admission Test. (12th Grade or Postgraduate candidates are not required to take the SSAT.) Although we prefer the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so.

Secondary School Admission Test

The Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, NJ, 08540, will be sent by Andover to all 1991-92 candidates who have filed a Preliminary Application. This Bulletin describes the Secondary School Admission Test, which will be given on the following dates:

| | |
|-------------------|-------------------|
| December 14, 1991 | January 18, 1992* |
| March 7, 1992 | April 25, 1992* |
| | June 20, 1992 |

**International administration*

Candidates are strongly urged to take the SSAT administered in December, 1991. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1992 administration.

Early Decision

Andover does not participate in any early decision plan for admission.

Twelfth Grade or Postgraduate Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, NJ 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.



Tuition and Fees, 1991-92

The tuition for 1991-92 is \$16,060 for boarding students and \$12,265 for day students. The average annual cost to educate a student at Andover is approximately \$23,200. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends.

To reserve a student's place for a given school year, a deposit in the amount of \$800 must be received by May 1 in the case of a returning student, or by the acceptance deadline in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1, and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the tuition for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.0 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 75 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

Other Expenses

Tuition does not include tutoring, language training, special instruction in music or certain athletics, materials fees for art courses, medical expenses, laundry, textbooks, dues to school organizations, or breakage and damage to school property. Many of these expenses will be similar to those a student would experience if he or she were at home. Tuition does not include cost of participation in the Washington Intern Program, School Year Abroad, or other off-campus programs.

Travel expense will vary according to home location. Books and supplies depend on course selection and are approximately \$850.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.



Financial Aid and Financial Planning

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans for a broad spectrum of need. To help all Andover families with financial planning, the school has created The Andover Plan, an innovative package of five payment options.

Financial Aid Budget: \$5,126,000

Scholarship Grants: \$4,984,000
Average grant for returning students: \$9,975

Student Loans: \$350,000 in 1991-92
(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

To apply for financial aid:

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, NJ. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover *prior to January 15*, along with the most recent IRS 1040 form when it becomes available, or other income tax form used.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

In case of divorced or separated parents:

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10.

For more detailed information, direct your letter or telephone call to James F. Ventre, Director of Financial Aid, Phillips Academy, Andover, MA 01810-4161. Telephone: (508) 749-4050.

Financial Planning: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created The Andover Plan, five different payment options, which were designed with the help of the Philadelphia National Bank and the Knight Tuition Payment Plans of Boston. Briefly the options are: a one-time tuition payment that avoids tuition increases; fixed monthly payments that avoid tuition increases; access to a revolving credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

| Guaranteed Tuition: Extended Payment | Guaranteed Tuition: Extended Payment | Annual Educational Expenses Line of Credit | Monthly Budgeting Plan (Ten Month Payment Plan) | Insured Tuition Payment Plan |
|--|---|---|---|---|
| Families prepay tuition for their own expenses for a student's entire Andover education at the entry-level cost times the number of years through a loan with fixed monthly payments extending beyond graduation Loan convertible to college loan with extended repayment terms Repayment term of 10 years Interest rate fixed for term of loan or variable at prime plus one percent | Families prepay tuition for a student's entire Andover education at the entry-level cost times the number of years through a loan with fixed monthly payments extending beyond graduation Loan convertible to college loan with extended repayment terms Repayment term of 10 years Interest rate fixed for term of loan or variable at prime plus one percent | Annual tuition expenses (or family contributions for financial aid recipients) can be borrowed as needed at prime plus one percent Loan convertible to college loan with extended repayment terms Repayment up to 14 years from first use of line of credit (1/120 of outstanding balance per month) Pay tuition bills as due via Corestates First Pennsylvania Bank checks made payable to Phillips Academy | Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments Application fee of \$55 Participation on a yearly basis Family pays Knight Tuition Payment Plans which pays Phillips Academy | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest Application fee of \$55 Multiple year plan |
| Tuition increases | No tuition increases Loans can be secured with a second mortgage, permitting deductibility of interest No origination fee and low interest rate | Flexibility by having access to a revolving line of credit Loan can be secured through a second mortgage, permitting deductibility of interest Borrow only amount needed No origination fee and low interest rate | No interest Payments are spread over 10 months Optional life and disability insurance Families may budget any annual amount of expense over 10 months | No finance charges No credit check Interest is paid on any net deposits Life and total disability insurance provided from the date of the first payment Payments are spread over the period of education, e.g., four years for a junior, three for a lower, two for an upper, one for a senior Families can begin saving for college |
| Families not receiving financial aid | Families not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid |
| Repayment of entire loan begins at first payment rate | Repayment of loan begins immediately | Repayment of loan begins immediately | Monthly payments to Knight | Monthly installments to Knight |
| Family funds | Loan | Loan | Family funds | Family funds |

Alumni Admission Representatives

While it is advisable from the student's point of view to visit the school, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone for an interview with the most conveniently located Alumni Admission Representative. When you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative Interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the Admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the February 1 deadline to avoid disappointment.

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John '94
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Statistical Information for 1990-91



In 1864 Shimeta Neesima left Japan as a stowaway on the clipper ship *Wild Rover* for America and sold his samurai sword for a Chinese New Testament. He was adopted by the shipowner, an Andover trustee, was christened Joseph Hardy Neesima, graduated from Andover in 1867, later from Amherst and the Andover Theological Seminary, and became the first Japanese to be ordained a Congregationalist minister. Neesima returned to Japan to found The Doshisha, a great university in Kyoto dedicated to Japanese and Christian ideals. Doshisha recently celebrated its 101st birthday.

Geographical Distribution*

| | | | |
|----------------------|------|----------------------------|------|
| U.S.V.I. & P.R. | 8 | Austria | 1 |
| Massachusetts | 408 | Bahamas | 1 |
| Rhode Island | 3 | Bangladesh | 1 |
| New Hampshire | 42 | Bermuda | 1 |
| Maine | 21 | Botswana | 1 |
| Vermont | 18 | Brazil | 2 |
| Connecticut | 56 | Canada | 9 |
| New Jersey | 24 | Republic of China | 3 |
| New York | 150 | People's Republic of China | 4 |
| Pennsylvania | 24 | Denmark | 1 |
| Delaware | 5 | Egypt | 1 |
| District of Columbia | 8 | Finland | 1 |
| Maryland | 20 | France | 7 |
| Virginia | 14 | Germany | 4 |
| West Virginia | 6 | Great Britain | 4 |
| North Carolina | 15 | Haiti | 1 |
| South Carolina | 4 | Hong Kong | 12 |
| Georgia | 5 | India | 2 |
| Florida | 22 | Italy | 3 |
| Alabama | 2 | Ivory Coast | 1 |
| Tennessee | 3 | Japan | 4 |
| Mississippi | 2 | Jordan | 1 |
| Kentucky | 4 | Korea | 2 |
| Ohio | 16 | Mexico | 4 |
| Indiana | 7 | New Zealand | 1 |
| Michigan | 12 | Nigeria | 2 |
| Iowa | 9 | Pakistan | 2 |
| Wisconsin | 4 | Panama | 2 |
| Minnesota | 1 | Romania | 1 |
| South Dakota | 0 | St. Lucia | 1 |
| North Dakota | 1 | Saudi Arabia | 6 |
| Montana | 1 | Senegal | 2 |
| Illinois | 33 | South Africa | 2 |
| Missouri | 0 | Spain | 5 |
| Kansas | 2 | Switzerland | 1 |
| Nebraska | 0 | Thailand | 1 |
| Louisiana | 1 | Tunisia | 1 |
| Arkansas | 2 | USSR | 11 |
| Oklahoma | 3 | United Arab Emirates | 2 |
| Texas | 20 | Yemen | 1 |
| Colorado | 7 | Zambia | 1 |
| Wyoming | 3 | Total Foreign | 113 |
| Idaho | 1 | Total U.S. | 1089 |
| Utah | 1 | SCHOOL TOTAL | 1202 |
| Arizona | 6 | | |
| New Mexico | 4 | | |
| Nevada | 2 | | |
| California | 76 | | |
| Hawaii | 4 | | |
| Pacific Islands | 1 | | |
| Oregon | 4 | | |
| Washington | 4 | | |
| Alaska | 0 | | |
| Total U.S. | 1089 | | |

*Based on place of current residence, not citizenship.

| | Girls | Boys | Total |
|-------------------------|-------|------|-------|
| Seniors | 173 | 203 | 376 |
| Uppers | 154 | 171 | 325 |
| Loweres | 146 | 162 | 308 |
| Juniors | 94 | 99 | 193 |
| | 567 | 635 | 1202 |
| Total Boarding Students | | | 931 |
| Total Day Students | | | 271 |
| TOTAL | | | 1202 |

College Matriculations for the Class of 1990

The Class of 1990 applied to 214 different colleges and matriculated at 103 colleges and universities.

| College | Admitted | Matriculated | College | Admitted | Matriculated | College | Admitted | Matriculated |
|---------------------|----------|--------------|-----------------------|----------|--------------|------------------|----------|--------------|
| Amherst | 6 | 2 | Lafayette | 6 | 3 | U. Vermont | 13 | 1 |
| Arizona U. | 2 | 1 | Lake Forest | 2 | 1 | Villanova | 3 | 1 |
| Barnard | 12 | 4 | Macalester | 8 | 1 | U. of Virginia | 14 | 3 |
| Bates | 11 | 2 | MIT | 7 | 5 | U. of Washington | 7 | 1 |
| Boston College | 9 | 3 | U. of Massachusettes | 15 | 4 | Washington & Lee | 1 | 1 |
| Boston U. | 12 | 3 | McGill | 19 | 6 | Wellesley | 16 | 7 |
| Bowdoin | 6 | 3 | Merrimack | 2 | 1 | Wesleyan | 16 | 7 |
| Brandeis | 7 | 3 | U. of Michigan | 33 | 7 | Whittier | 4 | 1 |
| Brown | 40 | 19 | Middlebury | 23 | 10 | William & Mary | 5 | 2 |
| Bucknell | 7 | 1 | Morehouse | 2 | 1 | Williams | 5 | 2 |
| U. of California | | | Mount Holyoke | 7 | 1 | U. of Wisconsin | 12 | 1 |
| Berkeley | 35 | 15 | New York Univ. | 13 | 3 | Wooster | 4 | 1 |
| U. of California | | | SUNY, Purchase | 2 | 1 | Yale | 29 | 16 |
| Davis | 9 | 2 | U. of North Carolina | 6 | 3 | | | |
| U. of California | | | Northwestern | 23 | 6 | | | |
| Santa Barbara | 7 | 1 | Notre Dame | 3 | 2 | | | |
| Carleton | 5 | 2 | Oberlin | 20 | 5 | | | |
| Centre College | 1 | 1 | Occidental | 7 | 1 | | | |
| U. of Chicago | 17 | 3 | Ohio State | 1 | 1 | | | |
| Colby | 16 | 3 | Penn State | 2 | 1 | | | |
| Colgate | 5 | 3 | U. of Pennsylvania | 28 | 8 | | | |
| Colorado College | 5 | 2 | Pitzer | 6 | 1 | | | |
| U. of Colorado | 12 | 1 | Pomona | 18 | 10 | | | |
| Columbia | 27 | 11 | Princeton | 18 | 11 | | | |
| Columbia SEAS | 6 | 2 | Providence | 1 | 1 | | | |
| Connecticut College | 20 | 5 | Reed | 3 | 1 | | | |
| Cornell | 33 | 14 | RPI | 5 | 1 | | | |
| Dartmouth | 15 | 8 | Rice | 6 | 1 | | | |
| Dickinson | 6 | 2 | U. Rochester | 9 | 1 | | | |
| Duke | 13 | 4 | St. Andrews/Scot. | 3 | 1 | | | |
| Emory | 31 | 1 | Salve Regina | 1 | 1 | | | |
| U. of Florida | 2 | 1 | Scripps | 4 | 1 | | | |
| Fordham | 6 | 1 | Skidmore | 7 | 2 | | | |
| Franklin & Marshall | 7 | 3 | Smith | 10 | 5 | | | |
| George Mason U. | 1 | 1 | U. of South Carolina | 1 | 1 | | | |
| Georgetown | 38 | 14 | U. of Southern Calif. | 9 | 4 | | | |
| George | | | Spelman | 2 | 2 | | | |
| Washington U. | 6 | 1 | Stanford | 17 | 8 | | | |
| Hamilton | 16 | 3 | Swarthmore | 5 | 3 | | | |
| Harvard | 26 | 18 | Syracuse | 13 | 5 | | | |
| Harvey Mudd | 4 | 1 | Trinity | 13 | 2 | | | |
| Haverford | 6 | 1 | Trinity U. | 2 | 1 | | | |
| Hobart | 10 | 1 | Tufts | 18 | 2 | | | |
| Hofstra | 1 | 1 | Tulane | 8 | 2 | | | |
| Holy Cross | 3 | 1 | US Coast Guard Acad. | 1 | 1 | | | |
| Johns Hopkins | 21 | 5 | Vanderbilt | 16 | 3 | | | |
| Kenyon | 11 | 3 | Vassar | 27 | 5 | | | |



TRUSTEES

DAVID M. UNDERWOOD '54

B.A.
President
elected 1983
elected President 1989
Houston, Texas

DONALD W. MCNEMAR

B.A., M.A., Ph.D.
Clerk
elected 1981
Andover, Massachusetts

FREDERICK W. BEINECKE '62

B.A., J.D.
Treasurer
elected 1980
elected Treasurer 1989
New York, New York

STEPHEN BRADNER BURBANK '64

A.B., J.D.
elected 1980
Philadelphia, Pennsylvania

RICHARD LEE GELB '41

A.B., M.B.A.
elected 1976
New York, New York

RICHARD GOODYEAR '59

B.A., LL.B.
elected 1989
Los Angeles, California

CAROL HARDIN KIMBALL '53

A.B.
elected 1974
Lyme, Connecticut

ELIZABETH PARKER POWELL '56

B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66

B.A.
elected 1988
New York, New York

ALEXANDER B. TROWBRIDGE '47

B.A.
elected 1985
Washington, D.C.

JOHN D. MACOMBER '46

B.A., M.B.A.
elected 1987
New York, New York

Alumni Trustees

MOLLIE LUPE LASATER '56

B.A.
elected 1988 for 4 years
Ft. Worth, Texas

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B.A.
elected 1988 for 4 years
Hingham, Massachusetts

CAROLINE GREENE DONNELLY '58

B.A.
Co-Chairman of the Alumni Fund
elected 1990 for 2 years
Medfield, Massachusetts

STEPHEN W. FOSS '59

B.C.L.F., B.S., M.S., M.T.T.
President, Alumni Council
elected 1990 for 2 years
Rye Beach, New Hampshire

SANDRA URIE THORPE '70

B.A.
elected 1990 for 4 years
Winchester, Massachusetts

GERRIT M. KEATOR '57

B.A., M.A.T.
elected 1990 for 4 years
South Londonderry, Vermont

Trustees Emeriti

PHILIP KIRKHAM ALLEN '29

A.B.
1969-1980
Andover, Massachusetts

WILLIAM WADE BOESCHENSTEIN '44

S.B.
1971-1990
Perrysburg, Ohio

GEORGE BUSH '42

A.B.
1967-1980
Washington, D.C.

MELVILLE CHAPIN '36

A.B., J.D.
1974-1989 (President 1981-1989)
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A.B.
1968-1981
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A.B., LL.B.
1960-1990
New York, New York

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1969-1988 (Treasurer 1976-1988)
Lake Forest, Illinois

JOHN USHER MONRO '30

A.B.
1958-1983
Jackson, Mississippi

GERARD PIEL '33

A.B., D.Sc., Litt. D., L.H.D., LL.D.
1969-1985
New York, New York

FOR 1991-92

HEADMASTER'S OFFICE

DONALD WILLIAM MCNEMAR

Headmaster

B.A., M.A., Ph.D.

JOHN BACHMAN

Executive Assistant to Headmaster

A.B., M.A., Ph.D.

JANE H. MUNROE

Executive Secretary to the Headmaster

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Dean of Faculty

B.A., M.A., Ph.D.

LYNDA DIAMONDIS

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SUSAN R. MCCASLIN

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Pine Knoll Cluster

S.T.L., S.T.D.

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MARC DANA KOOLEN

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LORING GOSFORD KINDER

Flagstaff Cluster

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B.A., Ph.D.

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B.S., M.B.A.

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A.B.

JANE FOLEY FRIED

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A. B.

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B.A.

JOHN T. O'BRIEN

Assistant Dean of Admission

B.A., M.A.L.S.

DEBBY BURDETT

Admission Officer

B.A.

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STEVEN ANKNER-MYLON (1989)
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Visiting Scholar in Spanish
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NEIL H. CULLEN (1986)
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PATRICIA HOPE EDMONDS (1974)
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ADA M. FAN (1983)
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B.A. Harvard-Radcliffe; M.S. Boston University; M.A., Ph.D. University of Rochester

SUSAN FAXON (1986)
Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
B.A. Smith College; M.S. Columbia School of Architecture

MARION FINBURY (AA 1969)
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A.B. Vassar

SUSAN B. FUGLIESE (1989)
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B.A. Colby-Sawyer College

SHAWN FULFORD (1989)
Instructor in Mathematics
B.S. William and Mary; M.A. Duke University

EVERETT GENDLER (1977)
Jewish Chaplain, Instructor in Religion and Philosophy
B.A. University of Chicago; M.H.L. Jewish Theological Seminary

EDWARD B. GERMAIN (1979)
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B.A., M.A., Ph.D. University of Michigan

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Chair Department of Biology, Instructor in Biology
A.B. Radcliffe; M.A.T. Johns Hopkins

JOHN ALLEN GOULD (1982)
Instructor in English
B.A. Williams; M.A. Indiana University

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Instructor in English
B.A. Mount Holyoke; M.A. University of Virginia; Ph.D. University of New Hampshire

MAXINE S. GROGAN (1989)
Dean of Summer Session
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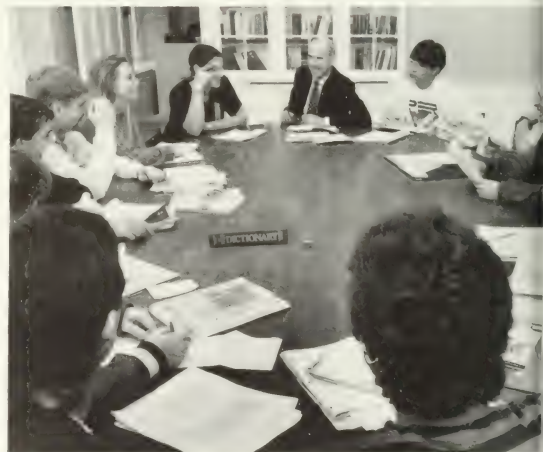
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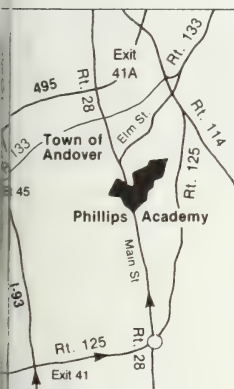
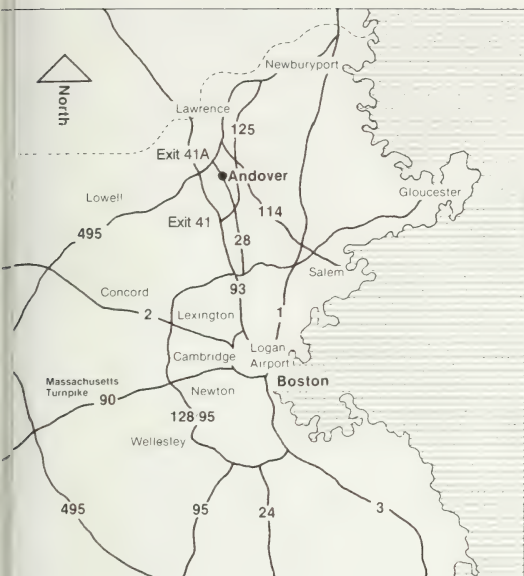
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Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

Boston Marriott Andover
123 Old River Road, Andover
(508) 975-3600 (At Rte. 93)
(800) 228-9290

Courtyard by Marriott
10 Campanelli Drive, Andover
(508) 975-0700 (Next to Marriott Hotel)
(800) 321-2211

Econo Lodge
Winthrop Avenue, Lawrence
(508) 686-9411

Hampton Inn
224 Winthrop Avenue, Lawrence
(508) 975-4050 (Rte. 114 at Rte. 495)

Hedrick's Bed and Breakfast
(508) 475-3698

Holiday Inn - Tewksbury / Andover
(508) 640-9000 (Rte. 495 & Rte. 133)

TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Summer Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A marked Andover and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-9577 for up-to-date information.

Lowell Hilton
50 Warren Street, Lowell
(508) 452-1200

Merrimack Valley Motor Inn
Route 125, Chickering Road, North Andover
(508) 688-1851

Ramada Inn
131 River Road, Andover
(508) 685-6200 (at Rte. 93)
(800) 228-2828

Residence Inn by Marriott
Andover Street, Tewksbury
(508) 640-1003 (Off Rte. 495)

Rolling Green Inn
311 Lowell Street, Andover
(508) 475-5400 (Junction Rtes. 93 & 133)

Susse Chalet
1695 Andover Street, Tewksbury
(508) 640-0700 (Rte. 133 & 495)

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- 1 Abbey House*
- 2 Abbot Hall
- 3 Abbot Stevens House*
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- 5 Addison Art Gallery
- 6 Alfred E. Stearns House*
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- 13 Arts and Communications Center
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- 41 French House*
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*Dormitory

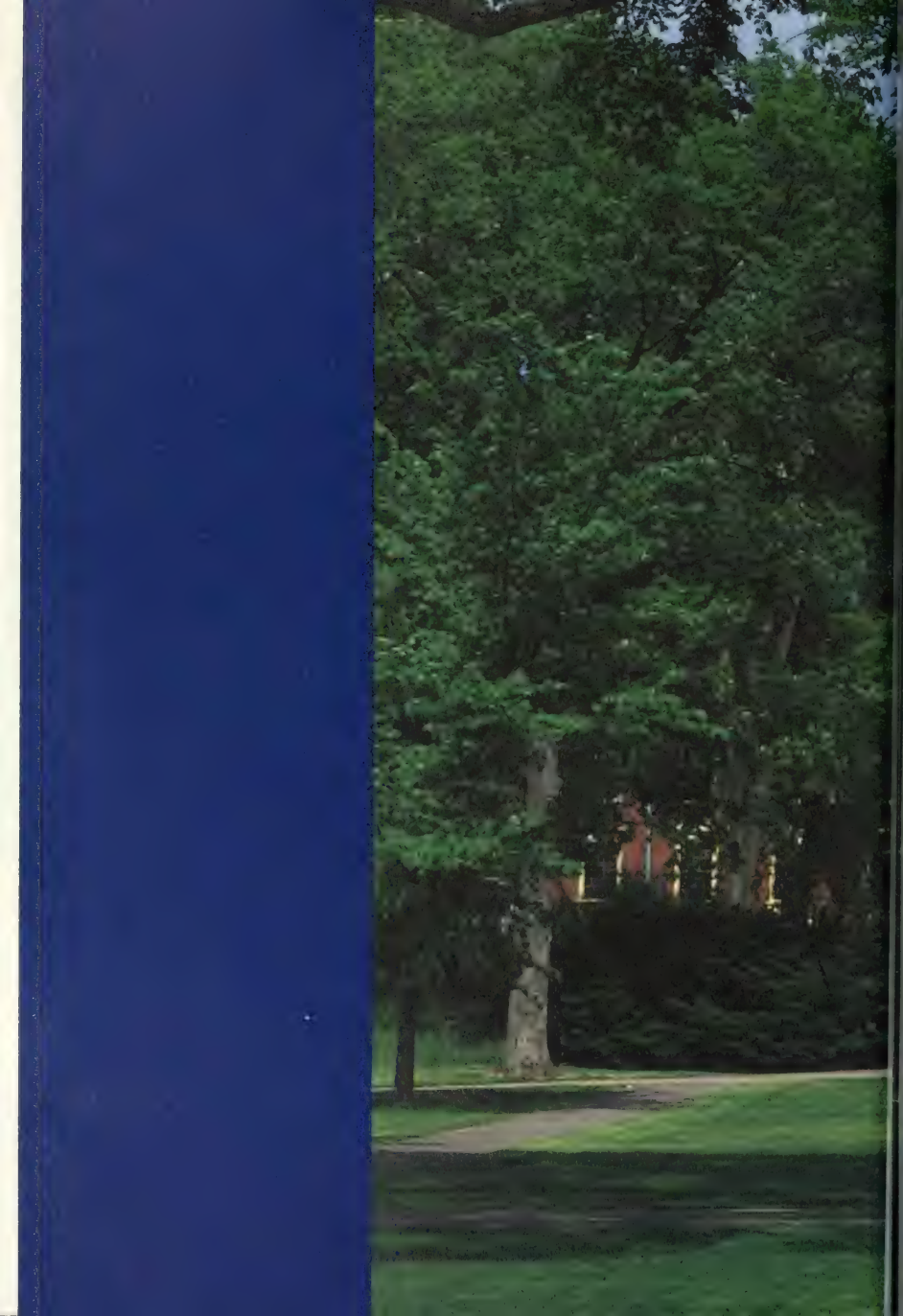
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The material in this catalog is intended to provide general information concerning Phillips Academy, Andover, rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

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Andover

Course of Study

1992-93

Phillips Academy

Andover, Massachusetts 01810



1992-93 Course of Study

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Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an Academic Advisor, who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. Students should familiarize themselves with the Academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week classes are scheduled to meet according to varying patterns: some for four forty-five minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Greek, Italian, Latin, Russian, and Spanish. These 10-20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10-20 course as a diploma requirement. Seniors with a demonstrated language weakness may take a three-term sequence in *Etymology* (Classics 31), *Structure of Classical Languages* (Classics 35), and a modern language 13 course. This sequence fulfills the language requirement with permission of the Division Chair.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A & AB), Economics (2), English Language and Literature, European History, French Language & Literature, German, Government & Politics (2), Latin, Math (AB & BC), Music Theory, Physics (B & C), Psychology, Spanish Language & Literature.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Granting an Independent Project requires the availability of a faculty mentor to supervise the project, a favorable evaluation of the merits of the proposal, and final decision by the Dean of Studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs and opportunities. *Participation in any of these requires the prior permission and approval of the Dean of Studies.*

The Washington Intern Program, in which Andover joins with Exeter, allows a group of Upper Middlers and Seniors to spend the Spring Term living together in Washington and working in the offices of U. S. Senators and Congressmen. (See the History section.)

The Mountain School Program of Milton Academy is a trimester-long program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300 acre farm in Vermont. Phillips Academy students may participate Fall Term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on The Mountain School farm which supplies most of the food and heat for the school.

Uppers may also participate in The Maine Coast Semester during the fall. Students continue their academic courses, but during afternoon hours engage in physical work and challenges, and study coastal ecology, within the small school community.

Selected students enrolled in Spanish at the third level or higher may elect a residential Spring Term of study in Mexico, or a Winter Term in Barcelona, Spain, as part of an exchange program.

Selected students of French may participate in a Fall Term exchange in Paris, France, or may spend the Winter Term in Antibes, France, attending local schools and living with a family in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Peoples Republic of China, Ivory Coast, or Russia.

In addition to school-sponsored programs, the trimester plan provides an opportunity for individual Seniors to arrange off-campus projects related to their special interests. Development of

such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements and also free a block of time during the appropriate term. Participation in any off-campus project or program must be approved by the Dean of Studies.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families, while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their Academic Advisor or the Dean of Studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chairman of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents to understand the curriculum, and to show the major decisions, and their consequences, which face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term are occasionally advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about 9 hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard 4 to 5 hours of homework per week.

Academic Advising

Each student has an Academic Advisor; this member of the faculty is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations—insofar as they can be identified—are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude tests, and character and personal development.

The Advisor meets with the new student during the Orientation prior to the opening of school in September to review and approve the course selec-

tions which the student has made during the summer or spring. Subsequently the student meets with his or her Advisor midway through each term to make or confirm course selections for the upcoming term and to review long-term plans.

In addition to the Academic Advisor, the House Counselor or Day Student Counselor must also approve the student's course selection for each trimester. From time to time during the academic year, the Counselor will report to parents concerning the student's growth and progress. Late in the spring students in the three lower classes and their respective Academic Advisors will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The Academic Advisor will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on Probation or under Suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, three trimester credits in United States History, plus an additional trimester course in history taken at the Upper Middle or Senior level, a full-year course in a laboratory science, plus an additional three trimesters of science, one trimester of art (usually *Visual Studies-Art 10*), one trimester of music (usually *The Nature of Music-Music 20*), and nine of English—these to include *English 100* (for ALL entering Juniors), a yearlong course of competence in writing and reading and a three-trimester sequence of general literature. There are some changes in the diploma requirements which become effective for four-year members of the class of 1996, and thereafter: students must earn two trimester credits in art, two in music, six in history, and must complete two year-long laboratory science courses. In order to be eligible for a diploma all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower Middlers must pass *Physical Education 10* in addition to required athletics; all three and four-year students must pass, prior to graduation, a one-trimester course offered by the Department of Philosophy and Religious Studies. Entering Upper Middlers need

pass only one trimester of either art or music at the Academy. Some modifications of the language requirement are made for entering Upper Mid-rlers and Seniors. Entering Seniors with no previous foreign language experience must pass a 10-20 course in a foreign language or an equivalent yearlong sequence in language structure. A Senior must earn a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Independent Projects are counted as graded courses.

Credits (trimester) required for the diploma are:

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Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the Faculty has voted the following guidelines, which are in addition to the Diploma Requirements listed above. These represent what the Faculty *strongly urges* students to do. The Academic Advisors recognize that there will always be some acceptable student programs which do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses which have been designated 'advanced' or honors courses may carry a four-course program. (See below.)

All Juniors and Lowers should take English, mathematics, and foreign language every term.

By the end of Lower year each four-year student should have taken some history and some science.

By the end of Lower year each four-year student should have taken *Art 10* or *Art 11*.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of Art, Music, or Theatre.

All three-and four-year students will be advised to take more than the minimum diploma requirements in the arts (Art, Music, Theatre and Dance).

Advanced Courses

The following have been designated advanced courses (see guideline above): Art: 30 level and above; English: 400 level and above; Foreign Language: 40 level and above; History: 50 level and above, plus 40 level courses not being taken to meet diploma requirements; Math: 51 and above; Music: 40 level and above; RelPhil: 40 level and above; Sciences: 50 level and above; Theatre: 51 & 52.

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a Course Selection form, indicating the courses that they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some *initial* specialized courses in English and U. S. History in which language proficiency is less necessary. (See the introductory paragraphs for the English and History sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door to others.

JUNIOR YEAR

Each trimester a Junior must take six courses; two of these meet only three times per week. All will take *History 10*; about half the class will take *Art 11*, and the other half *Music 21*. Those taking art will be required to take *Music 20* and one other term of music during the subsequent three years; those who take music will take *Art 10* plus one additional term, usually *Art 15*. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

- | | |
|---------------------|--|
| 1. Math | enter the sequence by placement of the department; |
| 2. Foreign Language | begin sequence (usually a yearlong course at the 10-level); |
| 3. English | <i>English 100</i> |
| 4. History | <i>History 10</i> |
| 5. Arts | <i>Art 11</i> or <i>Music 21</i> |
| 6. Elective | Classics, Computer, another Language, Physical Education, RelPhil, Science, Study Skills, Theatre. |

LOWER MIDDLE YEAR

Each trimester a Lower Middler must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the Spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

- | | |
|---------------------|---|
| 1. Math | (usually <i>Mathematics 19</i> or <i>Mathematics 21</i>); |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | enter sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Math, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Returning Students

- | | |
|---------------------|---|
| 1. Math | continue sequence (usually <i>Mathematics 21</i> , <i>22</i> , <i>32</i>); |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Math, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Students wishing to participate in the *School Year Abroad Program* during their Upper Middle or Senior year should discuss these plans with their Academic Advisor and seek guidance for the selection of courses for the Lower Middle Year. Participation in any off-campus project or program must be approved by the Dean of Studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior Years, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests in June of their Upper Middle Year. As a matter of general policy Academic Advisors encourage "depth" in the selection of courses for the Upper Middle Year. In selecting courses students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

- | | |
|-------------|--|
| 1. Math | enter the sequence by placement of the department; |
| 2. Foreign | enter the sequence by Language placement of the department; |
| 3. English | begin sequence (<i>English 301, 310</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, History, another Math, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre |

Returning Students

- | | |
|---------------------|--|
| 1. Math | continue the sequence (usually <i>Mathematics 34, 35, 36</i>); |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue the sequence (<i>English 300, 310</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, another English, History, another Math, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre. |

Participation in any off-campus project or program must be approved by the Dean of Studies.

SENIOR YEAR

During the Upper Middle Year and the Senior Year, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected only as a fifth course; however, an Independent Project, though marked on a Pass/Fail basis, is counted as a graded course.

A Senior must earn a minimum of twelve graded trimester credits during the Senior Year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements (International students: see page 5). A Senior's program should resemble the following outline.

New Students

- | | |
|---------------------|--|
| 1. Math | enter the sequence by placement of the department; if the requirement is not yet satisfied enter <i>Mathematics 39 or 40</i> ; |
| 2. Foreign Language | enter the sequence by placement of the department if the requirement is not satisfied; |
| 3. English | as placed by the department; usually <i>English 407 or 408</i> ; |
| 4. Elective | Art, Computer, another English, History, another Math, a 10-20 Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre. |
| 5. Elective | |

New students should review the information at the beginning of the *History and Social Science* section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students take English electives at the 400 and 500 level each term.

Course Enrollments and Cancellations

The School reserves the right to cancel, at any time up to the 3rd day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the School has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Transferring and Dropping Courses

To transfer or drop a course, a student must obtain an official transfer slip from his or her Academic Advisor. This slip is then taken *as soon as possible* to the Scheduling Officer in George Washington Hall. Transfers into term-contained courses must take place during the first six calendar class days of the term. No course may be dropped after the end of the third week of classes of any term. Students wishing to drop yearlong or T2 courses prior to the normal end of the course, and after the first six calendar class days of the course, may do so only by gaining the approval of a group of five: the Department Chairman, the Dean of Studies, the student's House Counselor, Academic Advisor, and Instructor. Credit is granted at the discretion of the Department Chair and only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only Cluster Deans may give permission to extend weekend time, and they may do so without consulting Instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination, although it is often advisable for the student to repeat the course. Spring Term Senior Failures may be made up only following Commencement.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1992-93 as follows:

| | |
|------------|---|
| October 17 | PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) |
| November 7 | SAT/ACH |
| December 5 | SAT/ACH |
| January 23 | SAT/ACH |
| June 5 | SAT/ACH |
| May 5-18 | AP (Advanced Placement Examinations) |

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers. The center is open during the regular operating hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the School and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the Computer Center.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Math 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 26-123*). A number ending in a single digit "1", "2", or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name (Example: *Physics 2-12 Advanced Placement Physics (T2)*).

Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chairman required, etc.

Beside each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

Final Digit: Indicates:

- | | |
|---|--|
| 0 | Yearlong course |
| 1 | Course offered in Fall Trimester |
| 2 | Course offered in Winter Trimester |
| 3 | Course offered in Spring Trimester |
| 4 | T2 course offered in Fall and Winter |
| 5 | T2 course offered in Winter and Spring |

COURSE DESCRIPTIONS

Art

The 1992-93 diploma requirements in Art are as follows: Juniors (Class of 1996) will take either a yearlong course in Art (*Art 11-0*) or a yearlong course in Music; those who take Art as Juniors must take a minimum of two trimesters of Music during the subsequent three years; those who take Music as Juniors must take at least two trimesters of Art, usually *Art 10* and *Art 15*. Lower must take a course in Studio Art; an entering Upper must take a trimester course in Studio Art or Music at the Academy; neither a Pass/Fail course nor an Art History Course is accepted as fulfilling the requirement. The basic course, *Visual Studies*, covers a broad range of material, is open to students of all abilities and experience, and is a prerequisite to almost all elective courses in Art. Exemption from this prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the Chairman of the Department in collaboration with the teacher of the course which the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, three-dimensional work (slides or photographs are acceptable), and photography.

The College Entrance Examination Board offers students the opportunity to gain Advanced Placement in Studio Art in many colleges and Art Schools, thus enabling a student to by-pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in Advanced Placement should enroll in *Art 45* and two subsequent terms in Art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26*, and *Art 36*.

With the exception of *Art 40*, no Art course, if failed, can be made up by examination.

Students should expect to help pay for art materials. Cameras are available for loan to scholarship students taking photography.

INTRODUCTORY STUDIO COURSES

| | | |
|------|--------|-------------------------|
| 10-1 | (0101) | Visual Studies 1 |
| 10-2 | (0102) | |
| 10-3 | (0103) | |

Five prepared class periods. The course explores ways in which visual experience of the real world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, tone, texture, color and perspective in communicating through drawing, painting, collage and photography. Print media, photography, advertising and art provide a context for discussion and comparison of students' efforts.

| | | |
|------|--------|-------------------------|
| 15-2 | (0152) | Visual Studies 2 |
| 15-3 | (0153) | |

Prerequisite: *Art 10*. Five prepared class periods. As a sequel to *Art 10*, the course explores two areas of study: 1) sequences in time of still and moving images: visual books, film, video and computer graphics; and 2) functional objects in the real world: furniture, architecture, sculpture and machines. Students will write, shoot and edit videotapes, with the focus on cogent, original communication; and they will design and make three-dimensional objects, with the focus on such concepts as durability, economy, function, scale and integration with the natural environment. Students will view and discuss examples of film, video and three-dimensional design to complement their own creative activities.

| | | |
|------|--------|--|
| 11-0 | (0110) | Visual Studies for Juniors (a yearlong commitment) |
|------|--------|--|

Three prepared periods; two trimester-credits. Students work with the languages of vision through drawing, photography, video, color studies, and two- and three-dimensional design. Through projects and discussion, students focus on their own creative work and visual examples from the world. The course will fulfill the diploma requirement in art.

| | | |
|-------|--------|--|
| 16-12 | (0164) | Extended Visual Studies (T2) (a two-term commitment) |
|-------|--------|--|

Four prepared periods. This is the recommended course for serious art students. In addition to the material covered in *Art 10*, this course includes video, art history and 3-D design, with projects in woodworking and welding. Besides fulfilling the diploma requirement, it offers an expanded foundation for students intending to continue in advanced studio courses.

| | | |
|------|--------|----------------|
| 12-1 | (0121) | Photo 1 |
| 12-2 | (0122) | |
| 12-3 | (0123) | |

Prerequisite: *Visual Studies (Art 10, 11 or 16)*. This introductory course is designed for absolute beginners and students with some experience in black and white photography. The first half of the course emphasizes craft control: camera use, film developing, print making and presentation techniques. The second half of the course highlights photographic seeing and aesthetic issues: subject selection, formal composition and point of view. Class meetings include demonstrations, exercises, group critiques, slide presentations and discussions. A camera (35 mm. or 2 1/4) with manually controlled speed, aperture and focus is required. (Scholarship students may borrow cameras from the school.) Classes meet four times a week with five hours of preparation. Evening labs are offered for conferences with the teacher. This course may be bypassed by students with previous experience through the presentation of a portfolio.

| | | |
|------|--------|------------------------------|
| 14-2 | (0142) | Introductory Ceramics |
| 14-3 | (0143) | |

Prerequisite: *Visual Studies (Art 10, 11 or 16)*. Four classes per week plus evening studios. Basic techniques of hand-building, wheel-throwing, and glazing. Emphasis on the sculptural as well as the functional possibilities of clay. At least one raku firing each term, or a similar special project. No prerequisites, and does not fulfill the diploma requirement. (Mrs. Bensley)

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. *Visual Studies* (Art 10, 11, or 16) is a prerequisite for all intermediate courses. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

- 23-123 (0231) **Drawing and**
(0232) **Two-Dimensional Design**
(0233)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen, and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. Shertzer)

- 24-23 (0242) **Three-Dimensional Design**
(0243)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). This course identifies some basic areas of concern—equilibrium, economy, function, scale—within an ecological frame of reference. Studio problems in design and construction will draw on the student's ability to learn and apply problem-solving techniques creatively; discussion and written exercises will ask the student to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

- 26-123 (0261) **Photo 2**
(0262)
(0263)

Prerequisite: Art 12. This intermediate photography course begins with a brief review of basic craft control then offers instruction in more sophisticated camera and darkroom techniques. However, the primary emphasis in this course is the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given but much of each student's portfolio will be based on self motivated imagery. Students may choose to create an open portfolio which includes a wide variety of photographic styles, or create a cohesive, thematic body of work. Slide presentations and discussions, photographic book reviews and visits to the Addison Gallery are offered to more fully explore the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week with five hours of preparation. Evening labs are offered for informal instruction.

- 27-23 (0272) **Video & Computer Animation**
(0273)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). Filmmaking with an emphasis on frame by frame control of sequential imaging. All traditional forms of animation are possible, from claymation to anamatics, and new techniques are introduced utilizing expanding computer technology. (Mr. McMurray)

- 28-3 (0283) **Contemporary Communications**

Four prepared class periods. The course examines some of the bases of communication between and among people. Material includes fiction, non-fiction, poetry, drama, motion pictures, and the visual arts. **Prerequisites:** Successful completion of a course in art, music, or theatre. The course engages in group projects aimed at public presentation. (Mr. Lloyd)

ADVANCED STUDIO COURSES

Visual Studies (Art 10, 11, or 16) is a **prerequisite** for all advanced courses. These courses may be taken more than once. Unless otherwise noted, Advanced Studio courses meet two double periods a week with four more **evening** hours required in the studio.

30-3 (0303) Graphics

Prerequisite: *Visual Studies (Art 10, 11, or 16)*.

Applying photography to graphic arts, particularly through photo-silkscreen, photo-etching, computer graphics, and photo-lithography. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. (Mr. McMurray)

31-2 (0312) Computer Graphics

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. This course will explore the major areas in the field of computer graphics: 2-D paint systems, 3-D graphics, and applications mixing photography, drawing, video, and print with computer-generated and/or manipulated images. One major project follows, utilizing workstations which have image digitizing capacities and can output to slides, paper or video. (Ms. Veenema)

32-123 (0321) (0322) (0323) Painting

Prerequisite: *Visual Studies (Art 10, 11 or 16)* and permission of the instructor. An introduction to the basic elements and techniques of painting in oils and acrylics. Specific problems are assigned to study the fundamentals of color, composition and space in painting, as well as to encourage the student's individual expression. Class critiques and discussions, slides, reproductions, and occasional field trips (depending on enrollment) are also part of the course. Previous experience is helpful but not necessary; students are encouraged to sign up for the full year if possible. (Mr. Cook)

33-123 (0331) (0332) (0333) Filmmaking

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. This course combines viewing theatrical, documentary, and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques.

34-23 (0342) (0343) Advanced Ceramics

Prerequisite: *Art 14* or equivalent. For those who are seriously interested in the total operation from design to execution. Hand-building, wheel-throwing, glazemaking (and some chemical analysis), responsibility for loading and firing electric, gas, raku, and salt kilns. Assigned reading and occasional field trips. Previous experience in clay is desirable. (Mrs. Bensley)

35-3 (0353) Printmaking

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. Printmaking aims to give the student knowledge of different drawing techniques using the print-making media such as monoprints, metal plate etching and drypoint, collagraph and plate lithography. The course allows students to see the successive conceptual stages an artist goes through in developing an image and encourages them to look at the many possible forms their images could take, in addition to focusing on one final product. (Ms. Veenema)

36-3 (0363) Photo 3

Prerequisite: *Art 26*. This advanced photography course begins with study and experimentation in three classic photographic traditions: documentary, fine art and composite imagery—sequences, montage and collage. Photographic projects and life works of various photographers will be the topics of slide lectures and discussions, book reviews, gallery tours and visiting artists' presentations. Students may choose to create several separate works, or a term long thematic project. Work may be presented in a variety of formats: portfolio, book, collage, slide program, etc. Emphasis is placed on continuity of effort, process, evolution of ideas, experimentation and personal expression. Peer critique and teacher conferences offer feedback and direction on a weekly basis. Classes meet for a double period two times a week with a minimum of five hours of preparation. Evening labs are offered for informal critique of work in progress. (Mr. Wicks)

7-23 (0372) Beginning Sculpture
(0373)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. A course designed to introduce students to concepts and techniques necessary to create sculptural forms. Experience in various media, building or subtracting, welding, casting and carving are included. Students will be asked to make several pieces in a variety of media. No experience needed, but some reading and research required. Not open to Seniors. (Mr. McMurray and Mr. Shertzer)

8-23 (0382) Sculpture
(0383)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. Offers an opportunity to work in practically every material available to the sculptor today, including wood, stone, metal, plastics, plaster, and others. It is therefore possible for students to develop into sculpture concepts discovered in *Visual Studies (Art 10)* or *Three-Dimensional Design (Art 24)* as well as ideas drawn from their own experience. (Mr. Shertzer or Mr. McMurray)

9-123 (0391) Architecture
(0392)
(0393)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. For Uppers and Seniors. Three-Dimensional Design (*Art 24*) recommended, but not required. The design of structures for human habitation involves a variety of basic considerations. In the fall, the course will concentrate on functional analysis of sheltered spaces and their organization. The winter term will survey methods of enclosing spaces at different scales and construction techniques, including some architectural detailing. The spring term will combine knowledge gained in the previous terms in a project or projects simulating the experience of architectural practice. The course fills the needs of students who are considering architecture as a field of concentration as well as of those who desire familiarity with the basics of environmental design. Although students are encouraged to take the course for three terms, each segment is planned to accommodate enrollment for that term alone. (Mr. Lloyd)

45-1 (0451) Advanced Placement Art

Prerequisite: Three trimesters of art courses (including *Visual Studies*). This course is open to Seniors interested in assembling a portfolio of work for either application to college or submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Any student who plans to submit a portfolio for the Spring Advanced Placement examination should also plan to take one art course both Winter and Spring terms.

HISTORY OF ART

40-123 (0401) Art History
(0402)
(0403)

For Uppers and Seniors. Within the social context, this course develops standards for evaluating and contrasting painting, sculpture and architecture from a variety of world cultures leading to an understanding of artistic expression and visual communication. Each term may be taken separately. The FALL term will focus on pre-history through the 16th century, the WINTER term starts with the 16th century and ends with late 19th century. The SPRING term covers modern trends from the mid-19th century to the present. The Addison Gallery collection and exhibits will provide for the study of original works of art.

Classical Studies

The following courses in Classical Studies are designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in Ancient History see *History* 55-123.

- 21-1 (5321) **Classical Civilization: Greece**
21-3 (5323)

Four prepared class periods. For Juniors and Lower Middlers. The course surveys the achievements of the ancient Greeks from Homeric times through Alexander the Great, including their impact on later civilizations in such areas as literature, art, philosophy, drama, government and science.

- 22-2 (5332) **Classical Civilization: Rome**

Four prepared class periods. For Juniors and Lower Middlers. The course introduces students to the civilization of Rome which dominated the Western World politically for a thousand years and culturally for even longer. The developing concepts of politics, law, and empire as we know them today are discussed. The course challenges the students to consider the meaning of the Roman experience in its glorious achievement of the "Roman Peace" as well as in its "Decline and Fall."

- 31-1 (5411) **Etymology**
31-2 (5412)
31-3 (5413)

English has an immense vocabulary, far larger than that of any other language, almost half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and commercial promoters. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

- 32-1 (5421) **Greek Literature**
32-2 (5422)

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical context. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

- 33-2 (5432) **Classical Mythology**
33-3 (5433)

Four prepared class periods. Open to all classes. The interest of the Twentieth Century in Classical Mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon among others. The myths are considered living entities changing in the hands of each artist who deals with them whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

- 35-2 (5452) **Structure of Classical Language**

Open to all classes, but not to students having Phillips Academy credit for Latin or Greek. This course is especially suitable for those who have taken *Etymology* (though *Etymology* is not a prerequisite for it) because it offers a gentle entry into reading authentic ancient Greek and Latin stories and poems, to show how the Indo-European family of languages has generated, over the last four thousand years, a widely shared heritage of vocabulary, grammatical forms and sentence structure, which live on to this day in languages as disparate as English, Spanish and Russian. Class discussion is aimed at seeing English and other European languages in broader perspective through examination of similarities and differences between the modern and the ancient, and at paving the way to more successful study of other new languages in the future.

English

200-0 (1200) Competence

In this yearlong writing and reading course, students listen to, identify, and appreciate various literary voices while developing their voices as writers. The fall trimester features short critical readings in nonfiction, fiction and poetry from many cultures. (The readings are catalysts for response rather than models whose forms must be followed.) Students are encouraged to see the link between content and form, as they try several modes of discourse aimed at different audiences in short writing assignments. Peer-reading and revision are integral to the writing, and students' writing is one of the texts of the course. The winter trimester requires students to write somewhat longer papers, as they study prose logic, practice argumentation and persuasion, refine their own writing styles, and begin to learn literary analysis by examining several literary genres. Both terms help students to develop a working vocabulary of critical terms, made relevant in discussions of literature as well as of their own writing. Writing assignments grow in length and complexity during the spring term, culminating in an 8-10 page paper that brings the student's developing voice to bear on a researched topic of personal interest.

300-12 (1304) The Seasons of Literature (T2)
(a two-term commitment)

For returning Uppers, *English 300* continues *English 200's* movement toward literary analysis, developing critical skills through the study of novels, poetry, drama, and sometimes, film. The course provides a sense of literary mode, of historical perspective, of mythic, psychological, and cultural contexts, aiming at the development of a literary sensibility. While emphasizing the analytical—both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence—the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays, parodies. The structure of the course is inspired by, but not governed by, Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic, and modern periods (excerpted below), so that each period is represented in each term. Additional

The diploma requirements in English are to establish competence in writing and reading. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310*, and three terms of English electives. International students who are new Uppers begin the sequence according to placement by the Department: *ESL*, *English 200*, or *English 300*; returning international students continue the sequence or confer with the Department Chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 407* or *408* followed by electives in the Winter and Spring Terms; international students begin with *ESL*, *English 351-12* or a writing-intensive *408*, followed by courses to be designated by the Department Chair in consultation with the students' teachers. Any courses so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with the placement of the Department. All Juniors take *English 100* or *English 101* and may not take *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. Related courses, whose prerequisites vary, are listed elsewhere in this booklet. All *English* courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

100-0 (1100) English: The Myth and the Journey

This course (or *English 101*) is required for all Juniors. As a foundation for *English 200* and *300*, the course studies a variety of literary forms and styles. Frequent writing assignments, close reading of such texts as *The Odyssey*, *Great Expectations* or *The Once and Future King*, *Black Boy*, *The Tempest*, and regular work with journal entries prepare the student for successful completion of the English requirements.

Juniors are also eligible to enroll in *Etymology*, which is described under Classics.

works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers. There is a departmental exam. **Prerequisite:** *English 200*.

Tragedy and Romance

PRE-ROMANTIC: Selections from the *Bible* (e.g., *Genesis*, *Job*, the gospels); a play by *Aeschylus*; *Metamorphoses*, *Ovid*; *Beowulf*; *Everyman*; *The Spanish Tragedy*, *Kyd*; *Dr. Faustus*, *Marlowe*; *The Changeling*, *Middleton*; *The White Devil*, *Webster*; selections from *Paradise Lost*, *Milton*; poems by *Spenser*, *Jonson*, *Donne*, *Herbert*, *Marvell*; *Phedre*, *Racine*; tales collected by the *Grimms*.

ROMANTIC/POST-ROMANTIC: *Rime of the Ancient Mariner*, *Coleridge*; *Eve of St. Agnes*, *Keats*; *Frankenstein*, *Shelley*; *Wuthering Heights*, *Bronte*; short stories by *Poe*; *The Scarlet Letter*, short stories, *Hawthorne*; *Billy Budd*, *Moby Dick*, *Melville*; a play by *Ibsen*; a novel by *Hardy*; *Daisy Miller*, *James*; poems by *Wordsworth*, *Shelley*, *Keats*, *Tennyson*, *Whitman*, *Dickinson*.

MODERN: *Heart of Darkness*, *Conrad*; *House of Mirth*, *Ethan Frome*, *Wharton*; *The Fountain Overflows*, *West*; *The Great Gatsby*, short stories, *Fitzgerald*; *The Sun Also Rises*, *Farewell to Arms*, short stories, *Hemingway*; *The Iceman Cometh*, *Long Day's Journey into Night*, *O'Neill*; *The Bear*, short stories by *Faulkner*; *Antigone*, *Anouilh*; *Native Son*, *Wright*; *Invisible Man*, *Ellison*; *Seize the Day*, *Bellow*; *The Fixer*, *Malamud*; *Wise Blood*, short stories, *O'Connor*; *Death of a Salesman*, *Miller*; *The Dutchman*, *Jones*; *House Made of Dawn*, *Momaday*; *Sula*, *Song of Solomon*, *Morrison*; *Book of Common Prayer*, *Didion*; *Love Medicine*, *Erdrich*; poems by *Yeats*, *Eliot*, *Hughes*, *Berryman*, *Lowell*, *Brooks*; a work by *Cather*, *Steinbeck*, *Welty*, *McCullers*, *Baldwin*; stories by *LeGuin*; plays by *Fugard*, *August Wilson*.

Comedy and Irony

PRE-ROMANTIC: Works by *Horace*, *Juvenal*; selections from *Canterbury Tales*, *Chaucer*; *Volpone*, *Jonson*; poems by *Donne*, *Herbert*, *Marvell*; a play by *Moliere*; selections from *Dryden*, *Pope*; *The Country Wife*, *Wycherly*; *Gulliver's Travels*, "A Modest Proposal", *Swift*; *Candide*, *Voltaire*.

ROMANTIC/POST-ROMANTIC: *Pride and Prejudice*, *Austen*, *Don Juan*, *Byron*; *David Copperfield*, *Hard Times*, *Dickens*; *Moby Dick*, *Melville*; poems by *Browning*; *Alice in Wonderland*, *Carroll*; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, *Wilde*.

MODERN: A play by *Shaw*; *Age of Innocence*, *Wharton*, *Decline and Fall*, *A Handful of Dust*, *The*

Loved One, *Waugh*; 1984, *Animal Farm*, *Orwell*; *Cat's Sleep*, *Roth*; *Invisible Man*, *Ellison*; *Cat's Cradle*, *Slavutsky*; *terhouse-Five*, *Vonnegut*; *Grendel*, *Gardner*; *Transformations*, *Sexton*; poems by *Eliot*, *Auden*, *cummings*, *Owen*, *Eberhart*, *Plath*, *Sexton*; works by *Nabokov*, *Malamud*, *Bellow*, *Roth*, *Cheever*, *Updike*, *Davies*, *Reed*, *Wolfe*, *Allen*.

301-12 (1324) The Seasons of Literature (T2)—for New Uppers (a two-term commitment)

For new 11th graders, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

310-1 (1331) Shakespeare 310-3 (1333)

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis. **Prerequisite:** *English 300-12* or *English 301-12*.

351-12 (1361) English (1362)

A special course, primarily for one-year students for whom English is a second language. (Mr. Bailey, Ms. Graham)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200, 300 and 310*. Courses numbered in the 500s are more intensive and demanding than those numbered in the 400s and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be given.

01-123 (1411) Non-Fiction Writing
(1412)
(1413)

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing, and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould)

03-123 (1431) Writing Through the
(1432) **Universe of Discourse**
(1433)

A course for students interested in experimenting with many different genres of writing. Students are invited to experiment with essays, poetry, literary criticism, letters, autobiography, and other forms of written discourse. Once a week they join a writing workshop with Lawrence elementary school students. This course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings for the course include texts from a variety of cultures. Some examples: *The Autobiography of Malcolm X*, Haley and Malcolm X; *Down These Mean Streets*, Thomas; *Their Eyes Were Watching God*, Hurston; *Cathedral*, Carver; *White Noise*, DeLillo; *The Homecoming*, Alvarez; *I Write What I Like*, Biko; *Sassafras, Cypress, and Indigo*, Shange; *Jacklight*, Erdrich; the poetry of William Blake, Sylvia Plath, William Shakespeare. (Ms. Spalding & Mr. Bernieri)

405-123 (1451) Literature of Two Faces
(1452)
(1453)

The relationship between American and minority cultures. The course addresses one or two cultures in any given term. The instructors hope to introduce students to the myth, magic and hard realities of ethnic experience in this country. Authors students might read include Flannery O'Connor, James Baldwin, Gwendolyn Brooks, Leslie Marmon Silko, William Faulkner, June Jordan, N. Scott Momaday, Isaac Bashevis Singer, Sonia Sanchez, Imamu Amiri Baraka and Maxine Hong Kingston. (Mr. Sykes)

407-123 (1471) Topics in English Literature
(1472)
(1473)

Explores the diversity of English literature from Beowulf and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats, and later moderns. Readings enable students to explore issue of self, society, and the universe that characterize different eras and that enlarge understanding of our literary tradition. Topics include English Comedy from Chaucer to Monty Python, the English Novel, the Literature of British Imperialism, Mythic Systems in British Writers and English Comic Theater.

408-123 (1481) American Writers
(1482)
(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, DeLillo, Shepard, Didion, and Walker. (Mr. Bernieri, Mr. Hendrickson, Mr. Thorn, Ms. Fan, Mr. Price, Mr. O'Connor)

410-12 (1501) The Literature of Childhood
(1502) **and Innocence**
(Formerly English 430)

This course studies the literature that succeeds or fails in preserving the innocence of childhood, inevitably lost through confrontations with reality, through a consideration of works either intended for or about children. The adult craving for pristine, idyllic origins will be explored as well as the consequences of a childhood that forfeits such

beginnings. That the frequent use of monsters or other malevolent fantastic presences apparently contradicts the pristine and idyllic will be explored. Much emphasis will be placed upon examining these books as models of childhood that adults necessarily construct or reconstruct as we seek an understanding of the strategies behind these (re) constructions in attempts to answer: who needs these book more, adults or children? Texts may be drawn from, but are not limited to, the following: *Selected Tales*, Grimm; *The Annotated Alice*, Carroll; *The Annotated Mother Goose*, Peter Pan; *When the Tree Sings*, Haviar; *Beyond the Looking Glass*, Cott; *The Story of Jumping Mouse*, Steptoe; *Platero and I*, Jimenez; *Woman Warrior*, Kingston; *Bluest Eye*, Morrison; *The Wizard of Oz*, Baum; *The Circus*, Casey; *Uncle Remus*, Harris; "The Ones Who Walk Away from Omelas," Le Guin; *Brown-girl*, Brownstone, Marshall; and works by Chute, Robinson, Dr. Seuss, Baldwin, Twain, Helprin, Bambara, Willard and others. (Ms. Moss)

430-123 (1531) Theme Studies
(1532)
(1533)

Feasts and Fools: The Topos of the Social Gathering. Recognizing that a festive social gathering is often a high, low or turning point in narrative, this course will examine what Jean Toomer called "the good-time spirit" as manifest in major literature and film, following two major paradigms: the wedding at Cana and Belshezzar's feast. Is there, for example, a correlation between the genres of the works and the literary functions of their social gatherings? Do particular literary or cinematic parties function as models for society or examples of decadence, images of heaven or occasions for ruin? Texts: *Symposium*, Xenophon; *Sir Gawain and the Green Knight*, Cleanth; "The Franklin's Tale," Geoffrey Chaucer; *The Great Gatsby*, F. Scott Fitzgerald; *Cane*, Jean Toomer; *Mrs. Dalloway*, Virginia Woolf; "The Garden Party," Katherine Mansfield; "The Dead," James Joyce; *The Invention of the World*, Jack Hodgins; *Beloved*, Toni Morrison. Films: *The Deerhunter*, *Babette's Feast*, *Metropolitan*. Selections from the Bible and poetry from the Augustan through the modern period. Two major papers; a graded daily journal, and a paper and presentation on an outside book, play or film will also be expected. (Dr. Wilkin)

431-123 (1541) Genre Studies
(1542)
(1543)

Faces From the World House. This course examines literature in Germany, Japan, and Eastern Europe—concentrating on literature written since the Second World War. In the fall, students read some of the great contemporary German novels. In the winter the course surveys representatives of contemporary Japanese literature. In the spring, Polish, Czechoslovakian and Hungarian writers will be read. Authors may include the following: Boll, Borchert, Durenmat, Endo, Enchi, Fust, Havel, Ishiguro, Kipshardt, Kis, Klima, Kundera, Milosz, Mishima, Tanizaki. (Mr. Thorn)

All of the following courses may require more than the standard 4 to 5 hours per week of homework.

500-23 (1602) James Joyce
(1603)

The first term is devoted to *Dubliners*, *A Portrait of an Artist*, and *Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses*. The purpose of the course is to develop the skill to read important and difficult works without the aid of study guides or other secondary material beyond the Ellmann and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504-123 (1641) Man and God
(1642)
(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*, O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevski; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

**508-23 (1682) Directions in 20th Century
(1683) Drama**

The close study of significant contemporary drama, including G. B. Shaw, Anton Chekov, August Strindberg, Bertolt Brecht, Tennessee Williams, Sean O'Casey, Clifford Odets, Luigi Pirandello, Eugene Ionesco, Sam Shepard, Caryl Churchill, and others. Final project involves the forming of acting companies and the staged reading of a contemporary play.

**509-1 (1691) Shakespeare on the Page
509-3 (1693) and Stage**

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts—directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. (FALL: *Kings and Kingship*—readings: *King Lear*, *Richard III*, *Macbeth*, *1 Henry IV*, *Measure for Measure*. SPRING: *Labour of Love*—reading: *Much Ado About Nothing*, *All's Well that Ends Well*, *Antony and Cleopatra*, *Othello*.) (Mr. Kalkstein)

**510-123 (1701) The Short Novel
(1702)
(1703)**

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons between works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kotzwinkle, McGuane, Hong-Kingston, Le Carre. (Mr. Pepper)

**512-123 (1721) Satire and Comedy
(1722)
(1723)**

A study of both the theories and practice of satire and comedy, with emphases on the eighteenth century and the modern period. Works by authors like Pope, Swift, Sterne, Ben Jonson, Waugh, and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg, and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks, and Peter Sellers. (Mr. Regan)

**513-12 (1731) Novel & Drama Seminar
(1732)**

The course concentrates on modern literature since 1880, primarily on selected works of James, Conrad, Woolf, Kafka, Eliot, Nabokov, Faulkner, Borges, Marquez, Tyler, Ibsen, O'Neill, Beckett, Fugard, Shepard, and Pinter. Students study the "world" of each writer and compare it with that of the other authors. They also study films with similar themes by cinematic masters like Fellini, Kurosawa, and Hitchcock. Class periods are devoted to seminar discussions (often led by students) and critiques of free response and analytical writing. Students regularly stage dramatic readings, directed and performed by the class. (Mr. Wise)

**514-123 (1741) Creative Writing
(1742)
(1743)**

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Gould, Mr. Cobb, Ms. Ostrow, Mr. Smith)

**515-123 (1751) Literature of the Quest
(1752)
(1753)**

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course interprets elements of the quest from a variety of perspectives. In the Fall Term readings include the Abraham cycle, *Othello*, Beckett's *Waiting for Godot*, Eliot's *The Waste Land* and poetry by Robert Frost, Julian Alvarez and Thylas Moss. The Winter Term considers the suffering encountered on the way: the gospel of Mark, *King Lear*, *The Great Gatsby*, Wiesel's *Night*, Wilson's *Ma Rainey's Black Bottom* and Flannery O'Connor's *Everything That Rises Must Converge*. The Spring Term questions the journey's end, reading the Amor and Psyche myth and *Alice in Wonderland*, comparing Jacob and Jesus, interpreting Levi's *The Periodic Table* and the poetry of Margaret Gibson, ending with *Who's Afraid of Virginia Woolf?* (Rev. Zaeder)

516–2 (1762) Playwriting

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama. (Mr. Heelan, Ms. Braverman)

520–123 (1801) Images of Women (1802) (1803)

This course will examine, through the study of literature, (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It will explore works by both men and women writers (and directors) and will focus on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forester; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Braverman, Ms. Graham)

527–1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation. (Mr. Wilkin)

528–2 (1882) Studies in Literature

'A Hard Rain's A-Gonna Fall' This course is a single term course which concentrates largely on America from 1958–1975 by exploring our country's involvement in Southeast Asia and the impact of this commitment on American film, literature and music. Students keep journals and are required to submit a paper or project which incorporates primary sources. Class time is arranged so that each week a film is shown at night, a regular class period is devoted to music and a two-hour seminar is held to

discuss the many issues raised through all the media. Texts: *Shallow Graves*, *A Rumor of War*, *Mediations in Green*, *Streamers*, *Medal of Honor Rag*, *Imagining Argentina*. Films: *Dr. Strangelove*, *The Ugly American*, *Coming Home*, *Full Metal Jacket*, *Cutter's Way*, *The Deer Hunter*. Music: Bob Dylan, CSN&Y, Jefferson Airplane, Little Steven. (Mr. Bardo.)

530–123 (1931) Period Studies (1932) (1933)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531–12 (1941) Writers in Depth (1942)

Focusing on one or two figures central to a particular literary epoch, the course allows students to study a writer's oeuvre in depth. Special attention will be paid to the biographical and historical contents of the literary works of these major figures. (Mr. Price)

Other courses related to English are Theatre 22 (Public Speaking), Art 28 (Contemporary Communications), History 66 (The Renaissance), and, in the Study Skills section, Basic Study Skills, Language Skills I & II.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30-level reached through the regular sequence, or by one trimester of 40-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the questionnaire sent to them and their current language teachers in the Spring, and, when appropriate, on a personal interview with the language chairman at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet entitled *Foreign Languages at Andover*.

With the exception of Italian (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Students are advised to take the CEEB Achievement Test in a foreign language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms which reveal the people whose languages are being studied. For information on *School Year Abroad* and other opportunities to study abroad, students should consult their language instructor or the Chair of the Language Division. (See page 3 for fuller description.)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions there are some aspects which actually make it easier. To learn Chinese is to open a bridge to the Chinese-speaking world.

Mandarin Chinese is the language of instruction. *Pinyin* is the standard Romanization system for all courses. Simplified characters are taught in all courses. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations encountered by learners of Chinese as a foreign language. Students are exposed at the very beginning to the challenging task of learning to read and write the non-alphabetical characters. Students have access to tapes, video cassettes and computer software. Every year opportunities are available for qualified students to participate in a six-week study-travel summer exchange program in Harbin, China.

10-0 (4410) Beginning Chinese

Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12-23 (4425) Accelerated Beginning Chinese (T2) (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

10-20-0 Intensive First and Second-Level Chinese (Not offered in 1992-93)

Five prepared class periods. Open to Seniors, and to Uppers with permission. An intensive yearlong course covering the essential material of both *Chinese 10* and *Chinese 20*.

20-0 (4440) Second-Level Chinese

Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and *pinyin* Romanization are replaced by all-character text

22–0 (4450) Accelerated Second-Level Chinese

Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to *Chinese 40*.

30–0 (4460) Third-Level Chinese

Four prepared class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40–0 (4470) Fourth-Level Chinese

Four prepared class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as a basis for discussions and compositions. Graded readers and simple originals are used.

51–123 (4481) Stories in Modern Chinese
(4482)
(4483)

Four prepared class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

52–123 Communication in Modern Chinese
(Not offered in 1992–93)

Four prepared class periods. Chinese news broadcasts, films, and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension of and writing reflections upon Chinese in real-life communication. Topics on current events are discussed exclusively in Chinese.

Chinese 51 and Chinese 52 are offered in alternate years. (1992–93 offering: Chinese 51)

French

The French Department offers courses at six different levels from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses which offer in-depth study of the literature and civilization of France and other French-speaking countries, especially those in Africa and North America. Each year, the Academy enrolls many French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in the Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Foreign Language Office.

10–0 (4010) Beginning French

First-year French for students who have had no previous courses in the language. Five prepared class periods. Listening comprehension and the use of basic conversation patterns of French speech are emphasized. Elementary grammatical and idiomatic structures are introduced as well as appropriate reading material. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Text: *French in Action*, Capretz.

11–0 (4030) First Level French

First level French. Five prepared class periods. This course is designed for the student who has had previous instruction in the language, but whose knowledge and skills are not secure enough for entrance to a second-level section. It is also appropriate for students with experience in other languages who wish to begin the study of French. The course emphasizes the development of oral-aural skills and prepares for *French 21* the following year. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Students who demonstrate unusual aptitude and interest are invited to enter *French 22*, the second level accelerated course. Text: *French in Action*, Capretz.

21-0 (4060) Second Level French

Second level French. Five prepared class periods. For students who have completed *French 10* or *French 11* and for new students who qualify through teacher recommendations or placement examination. While continuing to develop aural skills, the course involves reading non-technical French prose and writing simple compositions. Text: *Encore Une Fois*, Herbst, Sturges.

22-0 (4070) Accelerated Second Level French

Accelerated second level French which covers the grammar of both second and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their studies in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to continue in this accelerated section or to move to *French 21*. Texts: *La Grammaire à l'Oeuvre*, Barson; *Le Petit Nicolas*, Goscinny; *Les Petits Enfants du Siècle*, Rochefort; *Les Jeux sont faits*, Sartre.

THIRD LEVEL COURSES

A two-trimester departmental Conversation and Composition course is followed by a trimester course which creates a transition to more specialized studies.

30-12 (4094) Intermediate French (T2)
(a two-term commitment)

Four prepared class periods. This course develops the language skills of listening, speaking, reading and writing through a variety of methods and materials. Students have a thorough grammar review and use actively the material they study. Text: *Tracts-d'Union*, Hester.

Specialized Courses

Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the following six courses could fulfill course objectives for all students, the Department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

33-3 (4123) The Arts in the French-Speaking World

Four prepared class periods. A leap into the visual and musical world of French-speaking people during a particular period of time. Several introductory lectures will be given by teachers from outside the French Department. Otherwise, discussion and materials will be in French. Emphasis will be placed on the relationship between art, music, and society. To complement the films, slides, and recordings, students will read poems, song lyrics or excerpts from the literature of the period.

34-3 (4133) The Novel

One novel will be examined during the term, with emphasis on vocabulary building, oral expression in class discussion and methods of literary analysis. (Novels selected in the past have included Sartre, *Les Jeux sont faits*, Camara Laye, *L'Enfant Noir*, Vercors, *Le Silence de la Mer*.)

36-3 (4143) Film

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37-3 (4153) Journalism

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews, and interviews which they assemble in a French newspaper as their final project. Text: *En Revue*, Schorr.

38-3 (4163) Short Stories

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39-3 (4173) Theatre

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le bal des voleurs*, Anouilh.)

FOURTH LEVEL COURSES

40-123 (4191) French Civilization
 (4192)
 (4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles, and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films, and comic strips.

41-1 (4201) The Non-European French World

Four prepared class periods. As an international colonial power France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the francophone civilization of the Antilles (Haiti, Martinique, and Guadeloupe). In addition to geographical, social, and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la rosée*; Aimée Césaire, *La tragédie du roi Christophe*; F. Oyono, *Le vieux nègre et la médaille*.

42-0 (4210) French Literature

Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Étranger*, Camus; *Candide*, Voltaire; *Rhinocéros*, Ionesco. Students successfully completing this course are encouraged to take French 52.

44-1 (4231) Advanced Conversation

Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

45-2 (4242) History of France: The French Revolution

Four prepared class periods. This course will examine the tumultuous period in French History between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on historical events, but their influence on the French art, music and architecture of the time.

46-3 (4253) History of France: Crises and Culture

Four prepared class periods. This course will focus on the history and culture of France from the Revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy, the development as an industrialized nation with the pressures for social reform, and France's grandeur in the world as a colonial power as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51-123 (4261) Advanced Placement Language
 (4262)
 (4263)

Five prepared class periods. A course designed to meet the requirements of the Advanced Placement Examination in French Language. Open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

2-0 (4270) Advanced Placement Literature

Five prepared class periods. Open with departmental permission, to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French literature includes the close reading of texts such as: La Fontaine, *Fables*; Racine, *Phèdre*; Molière, *L'Ecole des femmes*; Prévost, *Manon Lescaut*; Flaubert, *In Coeur simple*; Sartre, *Huis clos*; Duras, *Moderato Cantabile*; poetry of Apollinaire, and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

10-123 (4281) Modern Literature
 (4282)
 (4283)

Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth-level French or the equivalent. The course studies selected novels and dramas representative of modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

The razing of the Berlin Wall and the reuniting of the two Germanies under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. A major world language whose cultural heritage has enriched western civilization for centuries, German has acquired new immediacy through its pre-dominance in high technology and commerce and its prominence in the realignment of modern Europe. As the sole Germanic language taught at the Academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. An experienced department offers a 5-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement and the Advanced Placement examinations. Videotapes, computerized drills and language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German Speaking "Olympiade" enliven the learning process and create additional opportunities to excel. Students of unusual aptitude and interest are invited into an accelerated sequence. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

10-0 (4300) First-Level German

Five prepared class periods. One assignment per week includes a half-hour small group drill session to increase students' oral proficiency. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Wie geht's*, 4th ed. Sevin Sevin Bean, Holt Rinehart Winston, supplemented by workbook, language lab tapes, video and computer exercises.

12-23 (4315) Accelerated First-level German (T2)
 (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester. Successful completion of 12 allows students to advance to 22. Course material is essentially the same as *German 10*, yet covered at a faster rate.

20-0 (4330) Second-Level German

Five prepared class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and simple theme writing. Reading and writing are introduced. Texts: *Wie geht's*, 4th ed. Seven Sevin Bean, Holt Rinehart Winston; *Vater und Sohn*, Eppert; selected short stories and tapes.

22-0 (4340) Accelerated Second-Level German

Five prepared class periods. Open to competent students from 12 and to other qualified new students with permission. Successful completion of this course, which attempts to cover the essential material of second and third-year German, enables advancement to *German 42* or *40*. Current texts: *German in Review*, Sparks and Vail; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes. This course may require more than the usual 4 to 5 hours of homework per week.

30-0 (4350) Third Level German

Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks & Vail; selected plays by Dürrenmatt; *Vater und Sohn*, Eppert; *Biedermann und die Brandstifter*, Frisch; selected readings and tapes.

40-123 (4371) Fourth Level German
(4372)
(4373)

Four prepared class periods. A continuation of the reading, writing and speaking skills covered in third year German with an added emphasis on current events and conversation. Among the materials currently used: *Mutter Courage*, Brecht; *Die Verwandlung*; Kafka; the periodical *Der Spiegel*.

42-0 (4380) Advanced Placement German Language

Five prepared class periods. This course utilizes more difficult German literary works as a basis for conversation and composition in preparation for the Advanced Placement German Language Test. Selective review of advanced grammar topics is incorporated. Current texts: *Das Versprechen*, Dürrenmatt; *Erzählungen*, Kafka; *Das Stilwörterbuch*, Duden; *Ein kleines Aufsatzbuch*, Lederer/Neuse. This course may require more than the usual 4 to 5 hours per week of homework.

50-123 (4391) Fifth-Level German
(4392)
(4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth-level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht, and Hesse.

Greek

Through the study of Greek the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10*, *20*, *30*, and *40*, though Upper Middlers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10-0 (5010) Greek, First Level

Five prepared class periods. The course introduces the student directly to the Classical Greek of Periclean Athens through a series of readings which present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

10-20-0 (5020) Greek, First and Second Level, Intensive

Five prepared class periods plus one unprepared. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

3–1 (5031) Introduction to Greek**3–2 (5032)****3–3 (5033)**

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature which, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

10–0 (5040) Greek Second Level

Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

**30–0 (5050) Greek, Third Level:
*Iliad and Odyssey***

Four prepared class periods. Selected books of the *Iliad* and the *Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism, and self-discovery.

**40–123 (5061) Greek, Fourth Level:
(5062) History, Tragedy, Lyric
(5063)**

Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the Spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

**10–20–0 (4400) First and Second Level,
Intensive**

Open to Seniors, and to Uppers with permission. Five class periods. Three additional meetings (30 minutes), to be arranged, will take the place of 30 minutes of homework obligation on those days; these small drill sessions help achieve spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and arias from Italian opera. An Italian movie is read, studied, and seen. This course prepares students for Italian at college at intermediate and advanced levels.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient whenever possible. In so doing, the Department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an Honors sequence and complete five years of study in four years.

10–0 (5110) Latin, First Level

Five prepared class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and relationships, slavery, travel, sports, life in the big

city, entertainment, and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only then by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Supplemental Latin readings include some myth and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and in other traditional societies.

10-20-0 (5120) Latin, First and Second Level, Intensive

Five prepared class periods plus one unprepared. For Upper Middlers and Seniors. A year-long accelerated introductory course covering all of the essential elements of *Latin 10* and *Latin 20*.

13-1 (5141) Introduction to Latin
13-2 (5142)
13-3 (5143)

Five prepared class periods. Identical to the first term of *Latin 10*, this one-term course is for students seeking an introduction to the Latin language, or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective to much of what they already know. For students who plan some day to study Russian or German it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so. The text is Lawall and Tafe, *Ecce Romani*, Book 1 (Longman).

20-0 (5150) Latin, Second Level: Ovid, Apuleius

Five prepared class periods. During the Fall Term, the cultural and linguistic reading approach of *Latin 10* is continued, completing the grammar and reading about other aspects of Roman life, supplemented by English readings. In the winter, students read the mythology of Ovid and parallel myths from other ancient and modern cultures. In the spring, students read in English the fascinating satirical account of a successful upper class male transformed into an ass because of his inappropriate curiosity and compelled to experience the diverse and often unfair life of the empire as an insignificant beast of burden. At the core of the Latin reading is the tale of Cupid and Psyche: mirroring the odyssey of the ass, the myth addresses issues of male and female identity, freedom and dependence, and religious conversion.

30-0 (5170) Latin, Third Level: Petronius, Catullus, Vergil

Four prepared class periods. In the fall, students read a portion of the satire of Petronius about Trimalchio, a fabulously wealthy ex-slave who invites his friends to the most elaborate party they have ever attended. English readings help explore the issues of taste and class difference addressed in Petronius: an introduction to satire. In the winter, students read widely in the love poetry of Catullus, as well as in the poetry of other cultures: an introduction to lyric poetry. In the spring, students read Vergil, the love story of dutiful Aeneas and passionate Dido, who would detain him in Africa and deny him the imperial Roman Destiny that was his obligation. Supplemental readings include Euripides' *Medea* and brief biographical sketches of the historical Cleopatra: an introduction to epic.

40-123 (5191) Latin, Fourth Level: Comedy,
(5192) Biography, Religion &
(5193) Philosophy

Four prepared class periods. In the fall, students read the comedy of Plautus or Terence. Supplemental English reading from other literatures: an introduction to comedy. In the winter, students read about the life of Nero or others equally well-known for their remarkable nature: an introduction to biography. In the spring, students read the Latin poet of philosophy and science, Lucretius, supplementing the Latin reading with an examination of ancient science and magic in Roman, Greek, and other cultures.

- 50-123 (5201) **Latin, Fifth Level: (Honors)**
 (5202) **Advanced Epic, Lyric and**
 (5203) **Prose**

Five prepared class periods. Open to all students who have completed *Latin 40* and to exceptional students with departmental permission. This course prepares students for the AP exam and for advanced Latin study in college. In the fall, students read extensively in Books II and VI of Vergil, examining his literary form and technique, as well as the social and political dimensions of his age. In the winter term, students study the Golden Age of Augustus through the lyric brilliance of Horace. In the spring, after a brief review in preparation for the AP, students read selections from the historian Tacitus' gripping study of hopelessness and disillusion in decadent Rome.

Russian

Given the fall of the Iron Curtain, the thaw in East-West relations, and the demise of the Soviet State, communication in Russian and a knowledge of Russian culture are essential for productive interaction with Russia and the former republics in technology and science, and for achieving controlled, responsible international relations.

As of 1987, this goal has been realized for Phillips Academy Russian students through an official cultural and educational exchange with the Novosibirsk High School of Math and Science in Siberia, Russia. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Russian high school students study here at Andover.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian Department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills to strengthen grammar skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term of the first year are invited to enter a special accelerated section in the second term. It is the policy of the Department to use Russian exclusively in the classroom.

- 10-0 (4500) **Introduction to Contemporary Russian**

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

- 12-23 (4515) **Contemporary Russian (Honors) (T2)**
 (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Russian 10*. Successful completion of 12 enables students to enter 22. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

- 13-3 (4523) **A Short Course in Beginning Russian**

Four prepared class periods. Open to Seniors and Uppers. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

For another course related to Russian history and culture see History 45.

- 10-20-0 (4530) **Intensive Contemporary Russian**

Five prepared class periods plus one unprepared. Open to Seniors, and to Uppers with permission. A yearlong accelerated introductory course covering two years in one. Texts: Kostomarov, *Russian for Everybody*; reference materials. This course may require more than the standard 4 to 5 hours per week of homework.

- 20-0 (4540) **Intermediate Contemporary Russian**

Five prepared class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; *Graded Readers*; reference materials.

- 22-0 (4550) **Intermediate Contemporary Russian (Honors)**

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified

students with departmental permission. Successful completion enables students to advance to fourth-level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

**30-0 (4560) Russian Expression:
Conversation and Composition**

Four prepared class periods. Reading, conversation, and writing. Texts: Pekhlivanova & Lebedeva, *Russian Grammar in Pictures* (Russky Yazyk—Moscow); *Graded Readers*. Reading materials include selections on Russian culture, history, geography, and civilization. Students use word processors in their composition work.

**40-123 (4571) Advanced Russian
(4572) Composition and Russian
(4573) Classical Literature**

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th Century) of Russian literature with selected readings (both adapted and in the original) from such authors as Pushkin, Chekhov, Gogol, Tolstoy, as well as some Soviet writers. Students use word processors in their composition work.

42-0 (4580) Advanced Placement Russian

Five prepared class periods. This course utilizes advanced literary works to prepare students for the college placement Russian Proficiency Tests. Students will progress from adapted texts to original literary materials with primary focus on further grammar development and vocabulary acquisition. Two of the five weekly meetings will be used exclusively for advanced conversation where students will view video tapes and listen to actual Soviet broadcasts to aid them in contemporary spoken Russian. There will be extensive work on texts which will be discussed orally and in compositions. Students use word processors in their composition work. This course may require more than the standard 4 to 5 hours of homework per week. Texts will be selected by the instructor to annually insure their contemporary value.

**50-123 (4591) The Russian People, Their
(4592) Heritage and Literature
(4593)**

Four prepared class periods.

FALL TERM—*Russian Literature*: readings from contemporary and prerevolutionary authors.

WINTER TERM—*Russian Literature of the Soviet Period*: an overview tracing the evolution of Russian literature from the Revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

SPRING TERM—*The Contemporary Russian Scene*: a view of Russian Life and culture as reflected in the media. The text is a subscription to a major Russian newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the language laboratory. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America.

The Department offers various programs of study and travel abroad which enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid and Mexico trimester exchanges are some of the possibilities. More information is available through language instructors.

10-0 (4600) Beginning Spanish

Five prepared class periods. A first-year course designed for those who have not studied Spanish before. The audio-lingual approach is used, stressing understanding and speaking. The textbook is supplemented by language laboratory practice and audio-visual materials. Selected readings and writing exercises are introduced as the student acquires confidence in oral expression and control of certain grammar.

11-0 (4620) First Level Spanish

Five prepared class periods. For new students who have been exposed to Spanish but who are not fully prepared for *Spanish 20*. The course covers basic grammatical structures through an active oral approach. The text is supplemented by language laboratory practice, selected readings and writing assignments.

10-20-0 (4630) Accelerated First and Second-Level Spanish

Five prepared class periods plus one unprepared. Open to Seniors, and to Uppers with permission of department chair. A yearlong accelerated introductory course which prepares the student for the third level. It develops proficiency in the four skills. The text is supplemented by short story and theatre selections.

20-0 (4640) Second-Level Spanish

Five prepared class periods. Emphasis is on oral communication and control of essential grammar with continued practice in reading and simple theme writing. An anthology of short stories supplements the text.

22-0 (4650) Accelerated Second-Level Spanish

Five prepared class periods. Open to students who have completed *Spanish 10* or *11* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. Students normally must maintain an honors grade to remain in this course. It enables honors students to enroll in a 4th level course.

THIRD LEVEL COURSES

Intensive language practice is the focus of all third-level courses. During the fall term all students are in 30. In the remaining two terms elective courses 31, 32, or 34 may be chosen; they are of equal difficulty and assure the development of all language skills and the mastery of specific grammatical functions.

30-1 (4691) Intensive Language Practice

Four prepared class periods. Intensive review of certain grammatical structures, with particular emphasis on verb tenses (indicative and subjunctive) and idiomatic expressions. Its main goal is to develop greater accuracy and fluency in both written and oral expression.

31-23 (4715) Culture and Civilization of the Hispanic World (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which takes a social-studies approach to the culture and civilization of the Hispanic world and develops oral and written self-expression through historical and cultural themes.

32-23 (4725) Readings in Spanish (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which develops oral and writing skills through the study of Spanish and Latin American literature. The readings include short stories, poetry, plays and a novel.

34-23 (4745) Conversation and Composition (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which has as its principal goal the development of conversational and writing skills by dealing with topics of a general and contemporary nature.

ADVANCED COURSES**40-12 (4804) Current Events; Video (T2)**
(a two-term commitment)

Four prepared class periods. FALL TERM—*Current Events*: This term the course is designed to expand and refine speaking, reading, and writing skills in Spanish. Students subscribe to the weekly International Edition of *El Pais*, one of Spain's leading newspapers, or its equivalent. The articles are used as a basis for class discussions, oral presentations and weekly written analyses. At the end of the term, students produce their own newspaper and a newscast on video. WINTER TERM—*Video*: This term the course exposes students to authentic and sophisticated native language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns and on refining writing skills. The course also involves reading, discussing and filming of student presentations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41-12 (4814) Video; Current Events (T2)
(a two-term commitment)

Four prepared class periods. FALL TERM—*Video* (See *Spanish 40*—Winter.) WINTER TERM—*Current Events* (See *Spanish 40*—Fall.)

42-0 (4820) Contemporary Spanish and Spanish American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré, Fuentes, are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43-3 (4833) Introduction to Spanish Literature

Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme, and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50-12 (4844) Advanced Spanish Language (T2)

(a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition, and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish Language. Emphasis is placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition, and research or "field" projects. Open to students who have completed three terms of fourth-level Spanish and to other qualified students with departmental permission.

52-0 (4850) Advanced Placement Course in Literature

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana María Matute, Unamuno, F. García Lorca, J.L. Borges, García Márquez. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4871) Major Works in Spanish and Spanish American Literature

(4872)

(4873)

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also **Latin American Studies (History 49)** listed under *History and the Social Sciences*.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures into courses at every grade level.

To satisfy the diploma requirement, a four-year student must successfully complete six terms of departmental study. *History 10*, a yearlong course required for virtually all 9th graders, meets three times a week and counts as two terms. For these students, and for most students entering Phillips Academy after the 9th grade year, three terms of United States History (*History 30-T2* and *History 31*) and a fourth term of 40-level social science or 40-level international survey complete the department's requirement during the 11th and 12th grades.

A student may, however, satisfy the final term of the requirement in ways other than a 40-level course: (1) by taking *History 34-0* or *History 54-123*, the yearlong AP survey in Modern European History, or *History 55-123*, a yearlong survey in Ancient History; (2) for students assigned to *History 29-0* by the HQT, by completing *History 31*; or (3) in rare instances, by taking a 50-level Survey or a 60-level Seminar. If a student has received prior permission from the department chair.

For one-year international students the diploma requirement is completion of three trimesters of United States History, usually starting with *History 32*, if so placed by the Department. For other international students, the diploma requirement in history is four trimesters (three of *U. S. History* and one of a 40-level); these students may also be placed in 32 for the first term.

Exceptional 10th graders have two options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34-0*, the yearlong course in Modern European history; or (2) they may take *United States History (History 30-T2* and 31).

The History Qualifying Test (HQT) is given to Lower and certain Juniors during spring term and

to all new Uppers, Seniors, post-graduates, international students, and some new Lower (plus a handful of Juniors wanting to qualify for immediate admission into *History 34* or *History 30*) during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30-T2* and 31) in September of their Upper year. Students may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following September). All these students are reminded that they may elect the final term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the U. S. History sequence by taking *History 29-0* and then complete the diploma requirement by taking *History 31* the following fall. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the final term of the requirement. (4) Lastly, for students interested in taking *History 30* or *History 34* in the 10th grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the diploma requirement.

In all cases, individual placement is made by the Department Chair.

Washington Intern Program

The Department co-sponsors, with the Phillips Exeter Academy History Department, a special Spring Trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30-31*, and for Uppers in *History 30*. The program is restricted to a certain number of Andover students and Exeter students, competitively selected, for work as interns in the offices of Senators and Representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 30-31* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist

offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy and Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies.

REQUIRED 9TH GRADE COURSE IN THE HISTORY OF THE WORLD

Three class periods a week. For Juniors, who are expected to complete *History 10* before taking other courses in the department. (Exceptional Juniors wanting to qualify for immediate admission to *History 34*, or *History 30*, instead of *History 10* may attempt to do so by taking the HQT described above.) *History 10* is built around major themes in world history. It is not a survey course which emphasizes coverage, although it does aim for chronological continuity within each particular topic. Through the content of these courses, students will work on learning the skills and concepts vital to the study of the later, more advanced courses in this field.

10–0 (2100) The Human Experience

This course samples the human experience from prehistoric times into the 20th Century. It is divided into units on "People and the Natural Environment" (ranging from the Eskimo to the development of nuclear power), "People and Society" (including ancient China and Greece, precolonial Africa, industrialization in 19th Century Britain and 20th Century Russia), and "People and Ideas" (including the Enlightenment and Islam). To give students a multidimensional appreciation—using geography, history, anthropology, and literature—of the rich variety of world cultures is a primary objective. The new course will also be dedicated to enhancing students' ability to listen, think, read primary documents and secondary materials, organize outline notes, write coherent essays, speak effectively, use common library tools, and become familiar with concepts and terminology (like "socialism" and *coup d'état*) basic to the study of history and social science.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. For Lower and Uppers. Together these courses comprise a survey of the modern world from the 16th to the 20th century. In each term, the focus will be on developments in both western and non-western worlds.

26–1 (2261) The Early Modern World

An interregional perspective on the period 1500–1800. This course will examine the philosophical foundations as well as the economic, political, and social characteristics of the following regions: East Asia, Middle East, South Asia, Europe, and Central Africa. Throughout the course special emphasis will be placed on the inter-relationships among these regions.

27–2 (2272) The World in the Nineteenth Century

An international perspective on the period from 1800 to 1914. This course will focus on the concepts of liberalism, culturalism, nationalism, and imperialism as they characterize the inter-relationships among the following regions: East Asia, Americas, Europe, Africa, Middle East, South Asia.

28–3 (2283) The World in the Twentieth Century

An international perspective on the period 1914 to the present. This course will emphasize the surge of nationalism throughout the world; rise of totalitarian societies; search for peace; and the emergence of a global economy.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

29–0 (2290) United States History

Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30–T2*; there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially in their writing.

Completion of *History 29–0*, together with *History 31* in the senior year, finishes the diploma requirement.

30-12 (2304) The United States (T2)
30-23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors, and exceptional Lowers. This course, along with *History 31* and an elective at the 40-level, completes the department's diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through the Civil War by reading an advanced-level text; the acquisition of skills by daily exercises in reading, note-taking, and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

31-1 (2311) The United States
31-3 (2313)

Four prepared class periods. For Uppers and Seniors. Students must take *History 31* in the term immediately following their completion of *History 29* or *History 30*. The focus is on the United States, during and after World War II. **Prerequisite:** successful completion of *History 30-T2* or *History 29-0*. For students who opt to write a lengthy research paper as part of this course, the course *cannot* be made up by passing an examination if the research paper receives a failing grade; instead, the paper will need to be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Achievement Test should check with their teacher, since extensive review is required.

32-12 (2321) United States History for
(2322) International Students

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-T2*. The course emphasizes language skills important to the study of American history and the subject matter focuses on the founding of the republic, constitution building and how the American government works, the westward movement, the Civil War, and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the 30/31 sequence in the winter or spring term, if the students wish to be candidates for the diploma.

SURVEY OF MODERN EUROPEAN HISTORY

34-0 (2340) Modern European History

Four prepared class periods. This course is open to exceptional Lowers and Juniors (*via* HQT results *and* with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of United States history (*History 30-31*) and *History 10* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the Winter Term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the Spring Term, the course covers topics in 20th century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war and the rise of the superpowers. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. Students are prepared to take the College Board Achievement Test in June.

ELECTIVES: 40-LEVEL SURVEYS IN INTERNATIONAL SOCIAL SCIENCE AND NON-WESTERN HISTORY

Any of these 40-level courses counts as the final term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

SS41-1 (2411) Introduction to Economics
SS41-2 (2412)

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the economies of the U.S. and the world, and are introduced to basic theoretical tools which help them analyze important economic issues. Classes consist primarily of discussions, although

there will also be some role-playing exercises, computer simulations, class assignments, debates, guest speakers, films, and student reports on their term projects. Students completing this course may take the AP examination in Economics.

SS42-3 (2423) Urban Studies Institute

Seniors and qualified Uppers may elect for their spring course program to participate in a ten-week exploration of the American city, including field work six hours each week. Students ordinarily receive four credits for this work, and satisfy afternoon activity requirements.

Lawrence, Massachusetts, its history and its present shape, its people and their special problems and opportunities, is the focus of the Urban Studies Institute, but the context is drawn through investigation of broad historical, social, and economic issues which affect most of urban America. Lawrence has always been an immigrant city, and nearly half of Lawrence's public school students are now of Hispanic background. In addition to their academic course work, students explore a central aspect of urban life by serving as tutors in an intensive English language training program for a group of these Lawrence children; the tutoring program, which will be designed by Institute students and staff, uses dramatization and one-to-one tutoring to strengthen the children's oral and literary skills. Knowledge of Spanish is useful, but not essential.

All students take a course in Latin American History and a course in Urban History, as well as a core course introducing developmental psychology and ethnic studies in such a way as to inform and support the fieldwork project. Students meet periodically in evening seminars with outside speakers.

Seven to nine Phillips Academy students will be selected by interview and special application.

Seven to nine students from college preparatory courses in Lawrence High School will be selected in the same way. Apply to Susan M. Lloyd by December 1. Uppers who are USI participants in the spring will take *History 31* during the fall of their senior year. (Mr. Bachman, Mrs. Lloyd, Ms. Piana)

43-2 (2432) Comparative Government

43-3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, the nations of the former Soviet Union, China, France, Mexico, and Nigeria. In studying these nations, students will examine the political implications of different

types of economic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture, and ideology in the political process; the relationships between states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44-1 (2441) International Relations

44-3 (2443)

This course will introduce the student to international relations by investigating American and non-American perspectives of the world and the study of central concepts of the discipline such as power, influence, war, conflict, and revolution. Additionally the course will examine areas of conflict in Asia, Africa, Central America, and the Middle East, and will analyze the attempts to resolve those clashes. Primary sources, journals, periodicals, and texts will be used. (Mr. Gurry, Mr. Webb)

45-123 (2451) The Russian Experience

(2452)

(2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature, and culture from medieval times to the present. In the Fall Term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in Revolution, covering the period 1880–1930, and in the spring attention is given to the Soviet Union and the forces shaping the newly independent republics over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Blok, Zamiatin, Babel, Mandelstam, Bulgakov, Solzhenitsyn, and Vladimov. (Mr. Richards, Mr. Bachman)

See also Russian 13 in the Foreign Language section.

16-123 (2461) Asia: China, Japan, and India
 (2462) **or Southeast Asia**
 (2363)

Four prepared class periods. Following a three week introduction to traditional Chinese philosophies/religions (Confucianism, Daoism, Legalism) and developing political institutions, this course will, during FALL TERM, concentrate on *Modern China*. In analyzing the events from 1800 to the present students will study autobiographical and literary sources as well as primary documents. These sources should provide a "Chinese" view of the impact of imperialism, the rise of Communism, the Cultural Revolution, and the 1989 democracy movement.

WINTER TERM: Emphasis will be *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified, and economically effective society. This course—through an examination of the evolution from traditional to modern Japanese society—will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events, and developments since 1800. Readings are from historical texts, contemporary Japanese sources, anthropological studies, and literature.

The Spring Term course offerings will alternate between *Modern Southeast Asia* and *Modern India*.

SPRING TERM 1993: The focus will be *Modern Southeast Asia*. One objective of this course will be to explore the diversity of this region. Students will study the strong influences coming from both China and India as well as the powerful spread of Islam long before the year 1000. Most of the term, however, will focus on the evolution of this region since 1800 with a greater emphasis on the Indochinese peninsula: Viet Nam, Cambodia, Laos.

SPRING TERM 1994: The focus will be on *Modern India*. A study of the basic beliefs of Hinduism and Islam will accompany a chronological survey of the years up to the nineteenth century. India's struggle for independence from Great Britain and her current international position constitute important emphases. Literature and primary sources will be used to enhance the textual sources.

47-23 (2472) African History and Politics
 (2473)

WINTER TERM: Four prepared class periods. This course is a survey of the History and Politics of Sub-Saharan Africa during the per-colonial and colonial periods. Focusing on this period provides the student with a perception of African society before the disruption of the colonial period, a basis from which to comprehend the impact of colonialism and a framework from which to understand

better the complexity of contemporary Africa.

After an introduction to the physical and human diversity of the African continent, the course will focus on the social, economic, and political history of Africa from the early 19th century to the end of the colonial period in the last half of the 20th century. Students will study biographical and literary sources as well as traditional primary and secondary sources under the authorship of both African and non-African writers. Class discussion will be central to the analysis of the written material of the course and students will further this process through individual and group writing assignments.

SPRING TERM: Seminar format equivalent to four prepared class periods. Although the winter term of this course is valuable preparation, it is not a prerequisite for those who want to enroll in the spring term. After an introduction that concentrates on the transition from colonialism to independence, this course focuses on contemporary political, economic, and social issues in the new states of Sub-Saharan Africa. Political and economical development of these states, the relations between developed and developing nations and the role of Africa in the world are studied. Readings focus on the analysis of these issues and include primary and secondary sources, novels and articles from contemporary periodicals and scholarly journals. Students will contribute to the class with individual research and discussion of the major issues.

48-1 (2481) The Middle East

Four prepared class periods. The Middle East is the ancient site of a large portion of the world's culture, the birthplace of three world religions, and crossroads of three continents. This century oil, anti-colonialism, Cold War rivalry, the State of Israel, the pressures of modernization upon a variety of traditions, and heavy armaments in a volatile region have kept the Middle East in the headlines. This course traces the region's history from the Arab awakening to the present.

49-123 (2491) Latin American Studies
 (2492)
 (2493)

Four prepared class periods. This course is a survey of Latin American civilization seen through its history, literature, and culture from pre-Columbian times to the present. In the Fall Term, the focus is on the Mayan, Aztec, and Inca civilizations, the Spanish Conquest, and the development of present day institutions and cultural patterns in the Iberian Colonial period. In the Winter Term, the students learn about Latin America's independence from Spain and Portugal, the republican experiment, the role of the military, the Church, the Oligarchy, and the function of

class, sex, and race in Latin American societies. In the Spring Term, the subject is political movements and revolutions of the 20th century, including the Mexican, the Cuban, and Sandinista Revolutions. US-Latin American relations are an important component of the course in this term.

Each term can be taken independently, but students should consider taking all three terms since the course as a whole develops themes prevalent in Latin American history—in particular, the struggle against dictatorship, economic and social divisions, imperialism, and population growth. Films, and literary works of writers such as Garcia Marquez, Fuentes, Asturias, and Neruda, will be used to understand how Latin Americans view their own reality. (Ms. Piana)

ELECTIVES: 50—LEVEL SURVEYS

The following 50-level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50-level survey together with or prior to satisfying the final term of the diploma requirement at the 40-level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30–31*, satisfies the department's diploma requirement.

54-123 (2541) **Modern European History** (2542) (2543)

This course is virtually identical *History 34–0*, except for occasional classes coordinated with Art, English, Music, and Theatre teachers. It is also different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55-123 (2551) **Ancient History** (2552) (2553)

Four prepared class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The Fall Term survey of Greek History, ending with the empire of Alexander the Great, makes full use of the *Perseus Project: An Interactive Curriculum on Ancient Greek Civilization*, incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The Winter Term covers the period from the beginning of Rome until its transition from Republic to Empire, the Spring Term the Roman Empire until its transition to the Medieval Period. (Mr. Krumpe)

ELECTIVES: 60—LEVEL SEMINARS

These 60-level electives are *seminars* for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students.

Prerequisite: either (1) prior or concurrent completion of the 4-term diploma requirement; or (2) permission from the department chair.

SS61 **Issues in Economics** (Not offered in 1992–93.)

SS62-2 (2622) **American Race Relations**

The *American Race Relations Seminar* investigates the development of racial attitudes in the United States. We also discuss contemporary campus attitudes and examine how current concerns have evolved historically. We look closely at the movement for civil and economic rights which began in the 1960s, and we give substantial attention to recent issues—assimilation vs. separation, political correctness, multiculturalism, equality or opportunity, and affirmative action vs. quotas. The recurring theme of nativism in United States history is also examined. Students are encouraged to discover impediments to positive race relations and develop ways to facilitate greater understanding and appreciation for the many groups of peoples who make up the fabric of the U.S. population and culture. A final paper is expected; there is no final exam. Readings will include: Melvin Steinfield, *Cracks in the Melting Pot*; Bob Blauner, *Black Lives, White Lives: Three Decades of Race Relations in America*; Ronald Takaki, *From Different Shores*; W. E. B. DuBois, *The Souls of Black Folk*. (Mr. Rogers)

SS64-2 (2642) **Masculine/Feminine/Human: Issues in Gender Relations**

This seminar explores the experience of being male or female—how and why we differ and what those differences mean. Using materials from history, the social sciences, and literature, students will study male-female relations, ideas of “masculine” and “feminine,” and the division of power and opportunity between the sexes. We shall explore the way these dimensions of gender are different in various parts of the world. This will serve as background to a close examination of gender in modern America. The course will include discussions, films, guest speakers, and papers. (Ms. Dalton, Mr. Rotundo)

SS65-2 (2652)

Nuclear Power and Weapons—Proliferation and Responses

This seminar follows the evolution of and reaction to atomic energy and The Bomb—from the discovery in 1938 of fission on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, the START talks and SDI and Chernobyl in the 1980s, and the increased danger of proliferation after the Cold War in the 1990s.

Historians, chemists, physicists, political scientists, and journalists are among those who tell the story, in lectures, documents, and secondary accounts. Readings include: Grigori Medvedev, *The Truth About Chernobyl*; Richard Smoke, *National Security and the Nuclear Dilemma*, and Graham T. Allison et al., *Hawks, Doves, and Owls*. The course entails class seminars, field trips, films, readings, a research project, and a final exam. (Mr. Quattlebaum)

66

The Renaissance

(Not offered in 1992–93.)

67

Victorian England: England in an Age of Expansion

(Not offered in 1992–93.)

68-2 (2682)

The Courts and Individual Liberty and Equality Under Law

This seminar focuses on the often conflicting rights of individuals and the interests of society as confronted by the courts in the years 1937–1990. Cases studied include: The role of the courts and the establishment of judicial standards in cases of speech, press, and religion; search and seizure; those accused of crimes; privacy; students; and equal protection in voting, education, employment, and housing regardless of race, class, or gender, and affirmative action. The seminar uses the case method with opinion from Kutler's *Supreme Court and the Constitution* and excerpts from briefs of cases before the Supreme Court. The basic classroom procedures are Socratic dialogue and roundtable discussion. The course concludes with each student's participation as justice, lawyer, or clerk in a moot court on a case argued before but not yet decided by the US Supreme Court (in 1991 the case was *Rust v Sullivan*—[the "gag rule" and abortion counseling]; in 1990, the case was *Cruzan v Missouri*—"right" to die; in 1989, *Webster v Human Reproductive Services*—[abortion]). (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering the calculus. Placement of new students in the appropriate first course is made by the department considering the record in previous schools, the results of a self-administered diagnostic test in elementary algebra which is sent to newly admitted students in the Spring, and the course program chosen by the entering student. Examinations to validate first and second year algebra skills are given early in the Fall trimester, at which time students who are incorrectly placed can be shifted to higher or lower level courses.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for *Algebra Review*, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2* in the Winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1*, *34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills are weak, then *Mathematics 25-12* may be required before precalculus.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

The standard sequence of mathematics electives starts with *Math 36* (trigonometry) and goes through the five-term calculus sequence of *Math 53* and *Math 54*. Some students might also include *Math 48* and/or *Math 41* in their "normal" sequences; others might do the Honors sequence and others might do only the *Math 51-52* calculus sequence.

Every student enrolled in *Math 22* or higher must have a *graphing* calculator. The Mathematics

Department uses the Texas Instruments (TI-81) graphing calculator extensively in class and suggests very strongly that students purchase the TI-81 graphing calculator, not another brand or model.

Students may purchase TI-81 calculators at retail stores or, by check or cash, from the Phillips Academy Mathematics Department. In order to reduce expenses for short term users of this technology, the Mathematics Department is prepared to buy back at an appropriate price any graphing calculator it sells to a student. The purchase price for scholarship students is less than for others.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

10-0 (3100) Elementary Algebra

Five prepared class periods. A year-long course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** None.

15-12 (3154) Elementary Algebra (T2) (a two-term commitment)

Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19-1 (3191) Algebra Review

Five prepared class periods. A course for students who enter with a full year of algebra whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21-1 (3211) Geometry

21-2 (3212)

21-3 (3213)

Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra and good algebraic skills.

Graphing Calculators are required in all mathematics courses numbered 22 or higher.

22-1 (3221) Geometry

22-2 (3222)

22-3 (3223)

Five prepared class periods. This course continues the work of Math 21, with increased emphasis on the algebraic/numerical aspects of geometry.

Prerequisite: *Mathematics 21.*

25-12 (3254) Algebra Consolidation (T2) (a two-term commitment)

Five prepared class periods. A course for students with one year of algebra and one year of geometry, whose algebra skills are not strong enough for placement in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra, and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the Spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-2* enter *Mathematics 32-3* in the Spring.

31-0 (3310) Geometry and Precalculus

Five prepared class periods. A yearlong course for extremely able entering students who have completed with distinction an Algebra 2 course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36-1*.

Prerequisite: Credit for one year of elementary algebra and one year of intermediate algebra.

32-1 (3321) Intermediate Algebra

32-2 (3322)

32-3 (3323)

Five prepared class periods. Topics in intermediate algebra, including sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations and word problems. **Prerequisite:** *Mathematics 22*, or its equivalent.

| | | |
|------|--------|--------------------|
| 34-1 | (3341) | Precalculus |
| 34-2 | (3342) | |
| 34-3 | (3343) | |

Five class periods, four prepared and one unprepared. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphasis of the course is upon functions and their graphs, on the composition of functions and their applications.

Prerequisite: *Mathematics 32*, or its equivalent.

| | | |
|------|--------|--------------------|
| 35-1 | (3351) | Precalculus |
| 35-2 | (3352) | |
| 35-3 | (3353) | |

Five class periods, four prepared and one unprepared. A continuation of the study of functions, including polynomial, exponential, and logarithmic functions. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 34* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirements must complete Math 39-12 (T2) or Math 40-1 or a term of calculus.

| | | |
|-------|--------|--|
| 39-12 | (3394) | Elementary Functions I and II (T2) (a two-term commitment) |
|-------|--------|--|

Five prepared class periods. A course for entering Seniors who need to satisfy the diploma requirement in mathematics. The course includes a review of the fundamentals of algebra, analytic geometry of lines and circles and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The Winter Term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics.

| | | |
|------|--------|--------------------------------|
| 40-1 | (3401) | Elementary Functions II |
|------|--------|--------------------------------|

Five prepared class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Math 39-12*. The course is comparable to the Winter Term of *Math 39-2* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics or permission of the Department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

Graphing Calculators are required in all elective courses in mathematics.

| | | |
|------|--------|---------------------------------|
| 36-1 | (3361) | Precalculus-Trigonometry |
| 36-2 | (3362) | |
| 36-3 | (3363) | |

Five class periods, four prepared and one unprepared. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or the calculus. Occasionally, superior students, who complete *Math 34-3* with distinction, do *Math 36* on their own during the summer preceding their enrollment in *Math 35-1* in order to qualify for *Math 53* in the winter. Such students must take an examination in *Math 36*. **Prerequisite:** *Mathematics 35*, or its equivalent.

Math 41, 42, 47 and 48 are non-calculus electives which may be taken either before beginning a calculus course or as alternatives to the calculus. Of these four courses, *Math 48* is the natural extension of the *Math 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Math 41, 42 and 47* are courses in non-continuous, discrete mathematics, an area of growing importance which is quite different from the precalculus/calculus sequence.

| | | |
|------|--------|--------------------|
| 41-1 | (3411) | Probability |
| 41-2 | (3412) | |
| 41-3 | (3413) | |

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there is no model. **Prerequisite:** *Mathematics 35* or its equivalent.

| | | |
|------|--------|-------------------------------------|
| 42-3 | (3423) | Statistics and Data Analysis |
|------|--------|-------------------------------------|

Four prepared class periods. An introductory statistics course using real world data. Students will do polls and collect data, learn how to present data in charts and graphs and how to compare data. The course asks three basic questions: How do you collect reliable data? What does the data say? What can you predict from that data? Students will work in groups on projects. The

course will rely upon the statistical package on the TI-81 and on the computer programs available in the Computer Center. **Prerequisite:** *Mathematics 36* or its equivalent.

47-3 (3473) Discrete Mathematics

Four prepared class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world including combinatorics, sets, mathematical logic, recursion, graphs and networks.

Prerequisite: *Mathematics 36* or its equivalent.

48-1 (3481) Analytic Geometry

48-3 (3483)

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of 3-space: vectors, curves, planes, simple surfaces and their intersections.

Prerequisite: *Mathematics 36* or its equivalent.

50-23 (3505) Beginning Calculus (T2)

(a two-term commitment)

Four prepared periods. The approach to calculus is concrete, informal and applied, as opposed to abstract, deductive and theoretical. Topics include applications of the derivative and integral to problems of optimization, curve sketching, rate of change, area, volume, and work. Techniques will be developed to apply derivatives and integrals to logarithmic, exponential, trigonometric and inverse functions. This course does not prepare for an Advanced Placement Examination in calculus.

Most students in this course are Seniors, but it is open to Uppers who want only an introduction to the calculus. Such Uppers could then take *Math 41* or *Math 48* in the fall term of their senior year and then continue the calculus with *Math 52-23*. **Prerequisite:** *Mathematics 36* or an equivalent course in trigonometry and elementary functions.

51-1 (3511) AB Calculus (I)

Five prepared class periods. Primarily for Seniors, but open to Uppers who choose not to do the *Mathematics 53-54* calculus sequence. The first of a three term sequence that covers the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Topics covered include: review of functions and graphing, limits and continuity, the derivative and its applications. **Prerequisite:** *Mathematics 36* or its equivalent.

52-23 (3525) AB Calculus (II) (T2)

(a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51* and finishes the AB Advanced Placement Syllabus. Topics covered include: the definite integral, techniques and applications of integration, and the Fundamental Theorem of the Calculus. **Prerequisite:** *Mathematics 53-23* completed with a grade of 2 or 3 OR *Math 51* OR *Math 50-23*.

53-23 (3535) BC Calculus (I) (T2)

(a two-term commitment)

Four prepared class periods. This is the beginning of the five-term calculus course recommended for students who are **well prepared** in their pre-calculus. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, The Chain Rule, related rates, The Mean Value Theorem, applications of integrals and The Fundamental Theorem of the Calculus. (Students who have received a grade of 2 in *Math 34, 35* or *36* may not enroll in *Math 53*. Those with a grade of 3 in pre-calculus are encouraged to strengthen their background by taking *Math 48* before doing *Math 50* or *51*.) **Prerequisite:** *Mathematics 36* or its equivalent.

54-1 (3541) BC Calculus (II)

Five prepared class periods. This course continues the work of *Mathematics 53-3* in preparation for the BC Calculus Examination. Topics covered include further application of the integral calculus, volumes and arc length. **Prerequisite:** *Math 53-23* OR *Math 52-23* completed with a grade of 3 or (preferably) better. (Those completing *Math 53* with a grade of 2 or 3 may enroll in *Math 52-23*.)

54-23 (3545) BC Calculus (II) (T2)

(a two-term commitment)

Five prepared class periods. A continuation of *Mathematics 54-1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations. **Prerequisite:** *Mathematics 54-1* or its equivalent.

55-0 (3550) Honors BC Calculus

Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the Fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. In order to qualify for this course returning students must take and do well on a special pre-calculus entrance examination given the previous spring term. In September, **all** students initially admitted to the course will have to pass another pre-calculus examination in order to continue in this very fast moving Honors course. **Prerequisite:** *Mathematics 36* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

63-123 (3631) Honors Mathematics Seminar
(3632)
(3633)

Each term's seminar will be devoted to one topic which will be developed in depth. The term's topic will be announced the previous term and might be: Numerical Methods and Approximations; Non-linear Dynamical Systems—Instability, Chaos and Fractals; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Group Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** *Mathematics 54-1*, three terms of calculus, or departmental permission.

65-1 (3651) Linear Algebra

Four prepared class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian eliminations, vector spaces and eigenvectors. Each student is expected to have a calculator which does matrix operations. The TI-81, among others, has this capacity. **Prerequisite:** *Mathematics 54*, or *Mathematics 55* or departmental permission.

65-23 (3655) Calculus of Vector Functions (T2)
(a two-term commitment)

Four prepared class periods. A continuation of *Mathematics 65-1* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. **Prerequisite:** *Mathematics 65-1*.

COMPUTER COURSES

The Mathematics Department teaches introductory and advanced computer science courses and supports some more advanced independent study. Most of the computer science teaching takes place in Morse Hall which houses 15 Mac SE and 16 IBM personal computers besides those in the PA Computer Center.

20 Competence (LOGO)
(Not offered in 1992-93.)

Four prepared class periods. A one-term course in *programming* in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word processing, and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

30-1 (3861) Beginning Computer (Pascal)
30-2 (3862)
30-3 (3863)

Four prepared class periods. An introduction to the Pascal language. The course focuses on problem solving techniques in structured programming. Students will be expected to write programs of moderate length using the program development system. This course qualifies a student for *Computer 40* or *Computer 50*. **Prerequisite:** *Mathematics 22 (Geometry)* and some degree of abstract organizational ability.

40-1 (3901) Topics in Computer Science
40-3 (3903)

Four prepared class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. Artificial intelligence and LISP, object-oriented programming and Smalltalk, compiler instruction and C represent some of the possible topics and languages. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 30* or permission of the department.

50–1 (3951) Computer Science

Five prepared class periods. The first term of a year-long course in algorithms and data structures using primarily the Pascal language. The emphasis will be on programming methodology and some standard algorithms. The curriculum will be guided by the course description of the College Board AB Advanced Placement Examination in Computer Science. This course may require more than the standard 4 to 5 hours per week of homework.

Prerequisite: *Computer 30* or permission of the department.

50–23 (3955) Computer Science (T2)
(a two-term commitment)

Five prepared class periods. Continuation of *Computer 50–1*. The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** *Computer 50–1*.

Music

All entering students must take a Music Placement Test to determine at what level they should enter the Music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 20* or *Music 21*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 25*. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in Music History and/or Theory will enter the curriculum by taking either *Music 41* or *Music 43*.

Approximately half of the entering Juniors will satisfy their diploma requirement in Music by taking *Music 21*: a yearlong, 3-hour per week, in-depth version of *Music 20*. The remainder of the Junior class will, depending upon performance on the Music Placement Test, take *Music 20* and then complete their diploma requirement by taking either an ensemble for credit (*Music 14–18*), or any course higher than *Music 21*. Entering Loweres satisfy their diploma requirement in Music by taking one trimester of Music (20-level or above). Entering Upper Middlers must take a trimester course in either Music (20-level or above) or Art at the Academy. Entering Seniors should take one trimester of either Music (20-level or above), Art, or Theatre.

Students may take any course below the 20-level at any time and, if they desire, repeatedly during their PA careers. *Music 20*, or exemption on the basis of performance on the Music Placement Test, is a prerequisite for all upper level electives.

APPLIED MUSIC

Courses in this section may be taken any time in a student's career but they do not count toward the diploma requirement in 1992–93.

14–123 (6141) African Drumming Ensemble
(6142)
(6143)

Pass/Fail. Two double periods. Open to all students regardless of whether or not they have previous experience in music. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture, and teaches

improvisational and ensemble skills. The school owns 20 African drums which allow for as many as 30 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. (Mr. E. Thomas)

15–123 (6151) **Fidelio Society**
(6152)
(6153)

Pass/Fail. Three prepared periods. Open to all classes. This small group of mixed voices is selected from the *Chorus* (Music 17). It performs on numerous occasions throughout the year both on *Chorus* programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon good standing in the *Chorus*. This course, if failed, cannot be made up by examination.

16–123 (6161) **Band**
(6162)
(6163)

Two double periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed. It includes marches as well as classical, popular, and show music. Much sight reading is done, and at least one public concert per term is given. This course, if failed, cannot be made up by examination.

17–123 (6171) **Chorus**
(6172)
(6173)

Two double periods. Open to all qualified students. The *Chorus* is the Academy's major singing group, comprised of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral experience is necessary; just a desire to work hard and enjoy a unique choral experience. This course, if failed, cannot be made up by examination.

18–123 (6181) **Chamber Orchestra**
(6182)
(6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While *Chamber Orchestra* may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination.

19–123 (6191) **Private Instrument and**
(6192) **Voice Lessons**
(6193)

Two prepared class meetings per week, plus required attendance at three on-campus concerts per term. One class meeting each week is a 30 or 45-minute instrumental lesson. The other weekly class meeting is a theory seminar which reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Music 19 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: this work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress be accomplished in minimal time, *Music 19* credit students are expected to practice one hour every day.

There is a charge of \$28 per 30-minute lesson, \$37 per 45-minute lesson. Keyboard players are assessed a charge of \$20 per term for their use of practice pianos and organs. The Academy owns many other instruments which may be rented for \$20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. **N.B.:** A *Music 19* credit student who is classified (by the music department) as a beginner **MUST** take *Music 19* for two consecutive trimesters. *Music 19*, if failed, cannot be made up by examination.

DIPLOMA REQUIREMENT COURSES

The following three courses contribute toward satisfying the diploma requirement in Music. Performance on the Music Placement Test determines with which course a student should enter the Music curriculum.

20–1 (6201) **The Nature of Music**
20–2 (6202)
20–3 (6203)

Six prepared class periods. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary which comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

21-0 (6210) The Nature of Music for Juniors

Three prepared class periods. Open to Juniors only. This course presents all of the material contained in *Music 20* and, in addition, it surveys the history of music. No previous experience in music is required.

25-1 (6251) Survey of World Art Music

25-2 (6252)

25-3 (6253)

Five prepared class periods. A one-term survey of the history of the world's art music. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. **Prerequisite:** *Music 20*, or exemption on the basis of performance on the Music Placement Test. (Mr. Lorenzo)

INTERMEDIATE ELECTIVES IN MUSIC APPRECIATION

Each of the following upper-level courses requires *Music 20* or exemption on the basis of performance on the Music Placement Test as a **prerequisite**.

31-2 (6312) Jazz

31-3 (6313)

Four prepared class periods. Open to Upper Mid-dlers and Seniors. A study of the history of classic jazz, dating back to its roots in Africa, its develop-ment in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats. (Mr. E. Thomas)

33-1 (6331) Survey of World Popular Music

33-2 (6332)

Four prepared class periods. A one-term survey of the history of the world's popular music. Following a brief overview, the course explores hymnody, the evolution of Jazz from the popular music of the 40's, Rock and Roll, and European Industrial Rock. Along the way, the course examines music from Africa, South America, the Caribbean, Mexico, the Pacific Islands, and the Far East. (Mr. E. Thomas)

36-2 (6362) Electronic Music

36-3 (6363)

Four prepared class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, stereo and 4-track tape recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include composi-tions in the style of *musique concrete* and other sound collages using synthesizers. Space limitations in the Electronic Music Studio require that the course be limited to 9 students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of \$20 is charged for the use of the equipment. **N.B.:** This course does **not** focus on popular music. *Music 36*, if failed, cannot be made up by examination. (Mr. Monaco)

37-2 (6372) Advanced Electronic Music

37-3 (6373)

Four prepared class periods. This course continues to develop the skills and techniques introduced in *Music 36*. A \$20 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 36*. **N.B.** *Music 37*, if failed, cannot be made up by examination. (Mr. Monaco)

38-3 (6383) Words and Music

Four prepared class periods. This course examines works of art in which words and music cooperate. Literature studied includes poetry and novels such as Thomas Mann's *Doctor Faustus* and Milan Kun-dera's *Book of Laughter and Forgetting* which owe a large debt to music. The music studied owes a debt to literature: opera—Verdi's *Otello*—art songs, folk songs, rock music, and musical theatre. Students do some expository writing, as well as some creative writing inspired by listening to 19th and 20th century program music. If interest, talent, and time permit, students join forces to create an entirely original text and musical setting. **N.B.** *Music 38* counts as a "course in which (Seniors) do some writing in the English language." (Dr. Warsaw)

ADVANCED ELECTIVES IN MUSIC APPRECIATION

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

41–2 (6412) Survey of Western Music 41–3 (6413) History

Four prepared class periods. This two-term survey of the history of Western Art Music is a traditional music appreciation course. In the Winter Term the Medieval, Baroque, and Classical Periods are studied. In the Spring Term the Renaissance, 19th, and 20th Century Periods are studied. Homework and classwork feature listening to music in an attempt to understand the varied ways in which composers have made use of the four elements of music. Discussions focus upon how the choices composers have made constitute what we call "style." (Mr. Walter)

43–1 (6431) Introduction to Theory and Composition

Four prepared class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part chorale writing, harmonic progression, and style period analysis. Students acquire some skill and experience working with computer ear training and music processing programs. During the term, students compose several original compositions including the final project of a Menuet in the classical style. (Dr. Warsaw)

44–2 (6442) Intermediate Theory and Composition

Four prepared class periods. Continuing from where *Music 43* leaves off, this course examines the dominant seventh chord, leading tone sevenths, modulation, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training and dictation begins to prepare students for the AP Exam in the spring. During the term, students compose two major original works: a set of variations in the classical style; and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 43* or permission of instructor. (Dr. Warsaw)

45–3 (6453) Advanced Theory and Composition

Four prepared class periods. Completing the theory sequence, the focus for this term is on preparation for the Advanced Placement Exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of Music Theory study. Material covered includes secondary dominants, serialism and other 20th Century compositional techniques, American popular song, Blues, and Jazz. Students compose two major works: a 12-tone composition; and a Sesame Street song in one of the popular styles studied. **Prerequisite:** *Music 44* or permission of instructor. (Dr. Warsaw)

50–123 (6501) Chamber Music Seminar (6502) (6503)

Four prepared class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. Classwork consists of sight-reading, performing, coaching, and discussing chamber works. Homework consists of individual practice and group rehearsal. Students are expected to be advanced instrumentalists, and they will generally have taken at least one 40-level course. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** Permission of the department. If failed, this course cannot be made up by examination. (Dr. Warsaw)

Other Courses

HUMAN ISSUES

- (9611) **Self and Community**
(9612)
(9613)

A four hour, pass/fail course for Lowers and Uppers meeting three times per week with one double period. This course is designed to stimulate awareness and growth in personal integrity and well-being and in good human relationships as essential parts of happiness. Special attention will be given to racism, sexism and other destructive patterns of human behavior. Using readings, film, class discussions and experiential exercises, participants will explore the meaning of self-realization, friendship and community in living the good life.

STUDY SKILLS

- (9502) **Basic Study Skills**
(9503)

Four class periods. This course is designed to help students build effective study skills through understanding more about the learning process. Class discussion focuses on the problems of motivation, concentration and retention. Exercises are designed to work on improvement in each of those areas and to develop proficiency in planning study time, in developing accurate yet flexible reading comprehension, in taking notes and marking books, and in preparing for exams. This course may be taken for at most one term. Permission of the instructor is required.

- (9521) **Language Skills I**
(9522)
(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor required.

- (9533) **Language Skills II**

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the Spring Term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

- (9541) **English as a Second Language**
(9542)
(9543)

Four class periods. This course is for those International students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course. Permission of the instructor required.

Philosophy and Religious Studies

The Department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process. **Hence failed courses usually cannot be made up by examination alone.**

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class periods.

20-3 (7203) The Biblical World View: An Introduction

Four prepared class periods. Open to Juniors and Lower Middlers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the *Bible* (Old Testament), then read selected passages of Biblical narrative and reflection which introduce persons and principles central to the Biblical view of the world, its inhabitants, and its Creator.

21-1 (7211) Introduction to Ethics: 21-2 (7212) Discernment and Decision 21-3 (7213)

Four prepared class periods. Open to Juniors and Lower Middlers. Beginning with concrete moral dilemmas and drawing case studies from literature, bioethics and education, this course provides an introduction to ethical reasoning. Specific attention is paid to the thinking of one classical philosopher (Socrates) and one modern utilitarian (Peter Singer).

24-1 (7241) Religious Discoverers 24-2 (7242)

Four prepared class periods. Open to Juniors and Lower Middlers. The experiences of a handful of individuals have exerted an extraordinary influence on the life of the world. These individuals can be called religious discoverers, each of whom has forged a vision of how life should be lived, that persons, communities and whole cultures have found compelling for a thousand years or more. We will examine how the lives of Jesus, Moses, and Buddha have provided exemplary models for living for the religious traditions they represent. We will also examine the life of a modern woman or man who could be considered a religious discoverer.

30-1 (7301) Eastern Religions: An 30-2 (7302) Introduction 30-3 (7303)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. This course provides a brief introduction to three of the world's major religions: Hinduism, Buddhism, and Taoism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions.

31-1 (7311) Religions of the Book: Judaism, 31-2 (7312) Christianity, and Islam 31-3 (7313)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. The aim of this course is to introduce the students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both objective and empathetic, we will introduce the origins and history of each tradition, and explore the variety of its contemporary expressions. By looking at the lives and writings of representative personalities we will become acquainted with the fundamental structures of belief and meaning that shaped their lives, the rituals that formed and renewed them, and the social teaching that moved them to action. In doing so, we will learn something about the character of every religious path, and about the questions to which we all seek answers. Since other courses in our current offerings focus on the founders and scriptures of Judaism and Christianity, the emphasis in this course will be on medieval, modern, and contemporary manifestation of these faiths.

33

The New Testament Perspective

(Formerly RelPhil 23)

(Not offered in 1992-93.)

Four prepared class periods. Open to Juniors and Lower Middlers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community and the religious claims of that community concerning the Christ.

36-1 (7361)

Proof and Persuasion

36-2 (7362)

36-3 (7363)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth"? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, newspapers and on television.

41-1 (7411)

Views of Human Nature

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These include selections from the Bible and Plato's *Timaeus*, *Walden Two* by B. F. Skinner, *On Human Nature* by E.O. Wilson and *The Politics of Experience* by R. D. Laing.

42-2 (7422)

Post-Biblical Jewish Thought: Responses to the Holocaust

(Formerly RelPhil 32)

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. An exploration of the holocaust through diaries, memoirs, works of fiction, poetry, and later reflections on the phenomenon.

Questions to be dealt with will include: what was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event?

43-1 (7431)

Law and Morality

43-2 (7432)

43-3 (7433)

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the Instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King, Jr.

44-3 (7443)

Nonviolence in Theory and Practice

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. The militarily most destructive century in human history, our twentieth century, has also been one in which such men as Gandhi and Martin Luther King, Jr., have successfully applied non-violence to conflict situations. What is the theory of this approach to human conflict? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, including recent events in the Philippines and Eastern Europe, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King.

45-1 (7451) In Search of Meaning

Four prepared class periods. Open to Upper Middlers and Seniors and to Lower Middlers with permission of Instructor. The reflective person is confronted with questions that hunger to be answered yet elude definitive, "objective" answers. The person's faith is often what sustains him/her and provides "subjective" answers to these fundamental questions. The issues of creation, of death, of evil, of identity, of purpose all challenge one's faith. This course (which takes its title from Victor Frankel's book) will consider these issues from a faith perspective using Scripture and literature (i.e. *Equus*, *The Shadowbox*, *Man's Search for Meaning*, *The Plague*, *Til We Have Faces*, *Murder in the Cathedral*, among others).

46-1 (7461) Bioethics: Medicine**46-2 (7462)**

Four prepared class periods. Open to Upper Middlers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy.

47-3 (7473) Bioethics: The Environment

Four prepared class periods. Open to Upper Middlers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Have we any obligations to rivers and mountains and birds of the air? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to environmental issues and its role in setting public policy.

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

50-2 (7502) Existentialism

Four prepared class periods. Open to Upper Middlers and Seniors. The term "existentialism" covers a broad range of attitudes and values that are joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Soren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

51-1 (7511) In Search of Justice:**51-2 (7512) from Socrates to Marx**

Four prepared class periods. Open to Upper Middlers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with Plato, Aristotle, Bentham, Mill, Marx and others, so that they will be better equipped to make their own contribution to the never ending search for justice.

52-3 (7523) Great Philosophers

Four prepared class periods. Open to Upper Middlers and Seniors. The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of Plato, Descartes, Hume and Whitehead.

53-2 (7532) Topics in Religion:**53-3 (7533) Self, Society, and Religion**

Four prepared class periods. Open to Upper Middlers and Seniors. This course will explore answers to the question "What is religion?" through an examination of various dimensions of religious

expression. We will look at religious language (songs, poems, stories, creeds), communities, symbols, rites (initiation, prayer, worship and meditation), and accounts of personal experience of ultimacy. Sociological and anthropological methods will help us sort out the structures and functions common to the social practice of religion. The function of religion in the composition and development of human personality will be examined using the analyses of both psychoanalytic and humanistic psychology. The approach of this course to religious life is both objective and empathetic—that is, it seeks to understand religion as it is actually practiced in many societies, and to acknowledge both its problematic character and its potential for positive transformation of human individuals and societies. Readings from Elaide, William James, Freud, Jung, Weber and Berger among others.

Physical Education

All three and four year students are required to complete *P.E. 10* by the end of the Lower year; four year students are encouraged to complete this requirement during the Junior year when possible.

| | | |
|------|--------|---------------------------|
| 10-1 | (9201) | Physical Education |
| 10-2 | (9202) | |
| 10-3 | (9203) | |

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course integrates health and fitness concepts with self-testing and challenge activities. Classes use the running track, weight room, ropes course and other areas of the athletic complex. Students learn the drown-proofing survival technique. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Students should not enroll in this course unless they are able to swim.

Psychology

The Psychology Department offers two elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration.

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|------|--------|--------------------------------|
| 32-1 | (7021) | Introductory Psychology |
| 32-2 | (7022) | |
| 32-3 | (7023) | |

One double period and two prepared class periods; for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person, psychosocial, cognitive, moral and early childhood development, human motivation and personality, abnormal behavior and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning.

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| 33-3 | (7033) | Developmental Psychology |
|------|--------|---------------------------------|

One double period and two prepared class periods; for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, and a term paper.

Science

The diploma requirement in science for members of the Class of 1996 is two yearlong science courses; for all others the requirement is a yearlong course and three additional terms of science. At least one of the term-contained courses must be in the biological sciences if the yearlong course was chemistry or physics and, conversely, at least one of the term-contained courses must be in physics or chemistry if the yearlong course was in biology. If a Junior takes a yearlong lab science that will count toward the requirement; if a Junior takes term-contained science courses, only one term will count. Two yearlong courses will, of course, fill the requirement as long as one of the courses is in biology and the other is in either chemistry or physics. Students should consider taking achievements after yearlong courses in biology, chemistry and physics.

A strong academic program will include some experience in biology, chemistry, and physics. The order in which these sciences are studied will vary with a student's degree of mathematical sophistication, previous science courses, and interest. Each department offers advanced courses for students who wish to add depth to their science studies, and topic focused term-contained courses which are not advanced to allow students to explore and discover an interest in biology, chemistry or physics outside the traditional introductory syllabus.

The science division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can only be so guaranteed by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The Biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science.

A student entering Phillips Academy as a Lower, Upper, or Senior who wishes to receive Biology credit on the strength of a course taken in the 9th grade at another school may do so upon passing a validation test to be administered after the student arrives at Andover.

25-0 (8120) Introduction to Biology

Five prepared class periods each week, of which two will be in the laboratory. This course is intended primarily for Juniors; however, Lower Middlers with little previous experience in science may enroll. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles but also with the methods and techniques used to elucidate them.

Attention is paid to the processes by which scientific evidence is gathered, interpreted, and summarized. Part of the Fall and Spring Terms are set aside for individual or group laboratory research projects. The syllabus of this course is appropriate preparation for the College Board Achievement Test. (This course is not open to Seniors.)

30-0 (8130) College Biology

Three prepared class periods and one double laboratory period each week. This is a survey course for those students with previous exposure to some of the basic principles of science. It stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism (including nutrition, gas exchange, materials transport, excretion, and homeostasis), responsiveness and coordination, reproduction and development, genetics, evolution and ecology. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. Juniors who take *Biology 30* should be in *Math 19* or above and have very strong reading skills. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

41-1 (8211) Ecology

41-2 (8212)

41-3 (8213)

Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will examine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics, and food supply. A project or short paper will be required.

42-1 (8221) Animal Behavior

42-3 (8223)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science. The course is designed to familiarize the student with the basic principles of animal social behavior. The topics which receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

45-2 (8232) Microbiology

Four prepared class periods. Open to Uppers and Seniors who have had one year of laboratory science. This lecture course will examine public health threats posed by selected microorganisms. From AIDS and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to Third World development. We will study the biology and epidemiology of these microorganisms and how to keep ourselves healthy, leading to an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide an important focus for the course.

51-1 (8241) Evolution and Ecology

51-3 (8243)

Prerequisite: One yearlong course in biology. Four class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, energy flow, succession, and relationships between populations. Problems of societal concern such as pollution, population growth, environmental ethics, and food supply will be discussed. A short library research paper will be required. This course may require more than the standard 4 to 5 hours of homework per week.

52-12 (8254) Advanced Placement Biology (T2)
(a two-term commitment)

Four class periods and one double laboratory period. This course is open to Uppers and Seniors who have completed one year of biology and one year of chemistry or physics. This is a rigorous survey course which treats the topics covered in *College Biology* in greater depth and places greater emphasis on chemistry. Students who complete this course will be prepared for the Advanced Placement Examination in Biology. This course may require more than the standard 4 to 5 hours per week of homework.

53-1 (8261) Molecular Biology

53-2 (8262)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry. Four prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions which are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. This course may require more than the standard 4 to 5 hours of homework per week.

54-2 (8272) Human Physiology

54-3 (8273)

Prerequisite: One yearlong course in biology. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. This course may require more than the standard 4 to 5 hours of homework per week.

60-2 (8282) Biology-Chemistry Laboratory

60-3 (8283)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three or four double periods a week. Students in this course will learn laboratory techniques for working with bacteria,

viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Chemistry

11-1 (8311) Elements and Compounds

Five class periods per week. Open to Juniors. This is a lab centered course in which students are introduced to beginning chemistry in a variety of ways such as: the study of measurement and density, the synthesis of an alloy and of the salt alum, the use of alum (a mordant) to dye wool with student made dyes and the synthesis of paint. These lab experiences form the vehicle for learning about chemical formulae, chemical reactions, chemical arithmetic (stoichiometry), and the nature of light absorption (color).

25-0 (8420) Introduction to Chemistry

Five class periods per week. **Co-requisite:** registration in *Math 19* or above. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, acid-base theories, electrochemistry, and the chemistry of the organic compounds. Emphasis is placed on developing problem solving as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask their questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Achievement Test. Honors work adequately prepares a student for *Chemistry 52*.

30-0 (8430) College Chemistry

Five class periods. **Co-requisite:** registration in at least *Math 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem solving and understanding the experimental basis of theories. Text is *Chemistry* by Raymond Chang, or at the same level. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

31-1 (8441) Short Introduction to Chemistry

Open to Seniors who have not had a year of chemistry. Five class periods per week. This course surveys the basic principles of chemistry, such as elements and compounds, periodic table, atomic structure, bonding, general reactions, acid-base chemistry, and simple chemical arithmetic. Laboratory work is an integral part of the course.

36-1 (8461) Chemistry of the Environment

36-3 (8463)

Four prepared class periods. Open to Seniors, Uppers, and Lower. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components.

44-2 (8522) Chemistry of Nutrition

44-3 (8523)

Prerequisite: One year of biology, chemistry, or physics. Four prepared periods per week. This course will study carbohydrates, fats, proteins, vitamins, and minerals, with respect to their chemical structure role in the human body, and occurrence in food. As well, the connection between diet and disease will be examined. What is the nature of the relationship between fat and cancer, and fat and heart disease? What is the data underlying the fiber hypothesis, the possible protective role of vitamin A, and the claims for vitamin C? Other topics such as sports nutrition, energy balance, and food additives will also be addressed. A short research paper on some topic of interest will be required.

51-3 (8543) Organic Chemistry

Prerequisite: Completion of either *Chemistry 52* or permission of the Department Chair. It is recommended that this course be taken, as part of an AP-sequence, after completion of *Chemistry 52*. In addition to the introduction or Organic Chemistry, this course will also include review and problem solving of AP-material, in preparation for the exam.

Three recitation periods, and one double laboratory period. Students interested in medical or biological fields or in additional chemistry must generally wait until the college sophomore year before studying organic chemistry, the chemistry of carbon compounds. This course is a prior introduction to this critically important and fascinating subject.

Students will use an introductory organic text, learn some of the laboratory techniques unique to organic chemistry, make use of three-dimensional plastic molecular models, and gain a sound background in nomenclature, functional groups, bonding, simple mechanisms (E1, E2, SN1, SN2), typical and novel reactions, introductory infra-red and mass spectra.

52-12 (8554) Advanced Placement Chemistry (T2)

(a two-term commitment)

Prerequisite: *Chemistry 25* or *Chemistry 30* completed with distinction. Four recitation periods and one double laboratory period. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test. However, it is recommended that *Chemistry 51*, *Organic Chemistry*, be taken in the Spring to complete the AP-sequence.

55-0 (8570) Advanced Placement Chemistry

Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Math 35*, may have taken a physics course, and/or *Chemistry 25*, or may not have taken any previous chemistry. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth, and prepares students for the Advanced Placement Examination in Chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

60-2 (8282)**Biology-Chemistry Laboratory****60-3 (8283)**

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Physics

8-3 (8683) Introduction to Observational Astronomy

Four prepared class periods, with one period each week used for observation. This course is intended for Juniors and Lower who want to become familiar with the universe in which we live. Topics include a study of the daily motion of the earth, moon, sun and planets by examining how those motions are responsible for night and day, seasons and the things we see in the sky. The course will also examine the structure of the solar system and will explore the NASA space program through films and discussion. Much time will be spent making and analyzing naked eye and telescope observations of the night and day time sky.

20-0 (8700) Physics Honors for Juniors
Five prepared class periods. **Co-requisite:** Registration in at least *Math 19*. This is an honors course for talented Juniors with a strong interest and background in science and mathematics. Students entering this course should have completed one year of algebra with an honor grade. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

25-0 (8720) Introduction to Physics
Five class periods. **Co-requisite:** Registration in at least *Math 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism, and modern physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

30-0 (8730) College Physics
Five class periods. **Co-requisite:** registration in at least *Mathematics 34*. A non-calculus physics course, including a study of classical mechanics, wave motion, heat, kinetic molecular theory, relativity, geometrical and physical optics, and atomic and nuclear physics. Laboratory work is an integral part of the course. Text at the level of *College Physics*, by Sears, et al. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

32-1 (8751) Classical Mechanics

This course covers the same material as the first trimester of *Physics 30-0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 30*.

34-1 (8771) Cosmology 34-2 (8772)

Four prepared class periods. This course is open to Uppers and Seniors. **Prerequisite:** Prior completion of, or concurrent enrollment in, one chemistry or physics course, and registration in at least *Math 34*. Cosmology is the study of the structure and origin of the universe. Topics include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extra-terrestrial life and the possible fate of the universe. Students will be responsible for individual research on recent cosmological topics.

35-1 (8781) Physical Geology

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some attention to disasters of geological origin, e.g. earthquakes, tidal waves, and eruptions. Some of the periods will be used for laboratory work.

42-3 (8813) Electronics

Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and completion of *Math 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

44-2 (8822) Geology of the Solar System

Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Math 34*. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

52-12 (8854) Advanced Placement Physics (T2)
(a two-term commitment)

Five class periods. **Prerequisite:** An honor grade in *Physics 30* or its equivalent and enrollment in at least *Math 54* or its equivalent. This is a rigorous course in mechanics (Fall term) and electro-statics and dynamics (Winter term). Calculus will be used as required. This course prepares candidates for the C-level Advanced Placement Examination in Physics and entrance to honor level programs in physics at the university level. This course may require more than the standard 4 to 5 hours of homework per week.

55-0 (8870) Advanced Placement Physics
Five prepared class periods. Open to talented students who will be enrolled in at least *Math 54*, may have taken a chemistry course and have not taken any previous physics. If you are interested in this course, you may sign up for it with your academic advisor in the spring or you may request it on your course registration form. The department chairperson will then review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C-level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electro-statics and dynamics. This course may require more than the standard 4 to 5 hours of homework per week.

60-3 (8893) Relativity and Quantum Mechanics

Prerequisites: Enrollment in at least *Physics 30* and *Math 54*. Four prepared class periods. Relativity and Quantum Mechanics are two theories that completely revolutionized man's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course.

65-2 (8902) Physics Seminar
Four class periods. **Prerequisite:** Completion of *Math 54* and of the fall trimester of *Physics 52* or *Physics 55*. The focus of this course is Intermediate Mechanics. Topics will vary according to the interests of the instructor and the students.

Theatre and Dance

All courses are electives, open to the various classes as noted. Courses in theatre are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work in productions. A variety of experiences is available: some courses result in performance; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

21-1 (6511) Introduction to Acting
21-2 (6512)
21-3 (6513)

Four class periods. Open to all classes. This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting, while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

22-1 (6521) Public Speaking
22-2 (6522)
22-3 (6523)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics.

26-13 (6561) Technical Theatre
(6563)

Two double periods. Open to all classes. Through practical experience in designing, building, and lighting for plays currently being produced, students learn the elements of stagecraft, including set construction, stage rigging, and the use of lighting instruments and gels. For the Fall Trimester emphasis will be on stagecraft; for the Spring, lighting.

12-2 (6622) **Intermediate Acting**
 12-3 (6623)

Four class periods. **Prerequisite:** *Theatre 21*, or departmental permission. Building upon the principles of acting introduced in *Theatre 21*, this intermediate acting course consists of detailed scene work exploring the relationship of the actor to his audience and to his fellow actors and focusing on the creation of dramatic moments, both with and without scripts. The course considers various acting styles, in an effort to guide the actor toward a greater understanding of his responsibility on stage: to see to what degree he can remove himself from himself while creating truthful characterizations.

51-1 (6711) **Acting and Directing Workshop**

Two double periods. **Prerequisite:** *Theatre 21* or 32, or departmental permission. Uppers and Seniors only. The course serves two kinds of students: those who wish as actors to study plays and characters in greater depth and those who wish to study the principles and techniques of directing, the most complex of theatrical tasks. Class members work with manageable scenes from classical and contemporary periods, reading theories of acting and directing, studying various performance styles, and examining methods of scene interpretation. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

52-123 (6721) **Play Production**
 (6722)
 (6723)

Four double periods. By audition. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *The Sea Gull*, *Macbeth*, *As You Like It*, *The Hostage*, and *Hamlet*. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

See also *Playwriting* (*English 516*).

25-123 (6801) **Introduction to Dance**
 (6802)
 (6803)

Four prepared class periods. Open to all classes. A formal course in movement and composition which introduces the serious student to the vocabulary and other elements of dance through active participation. The emphasis is not ultimately on public performance, but on the process and the discipline of modern dance. (Ms. Brecher)

*design: Sarah Roy Abugov
Office of Publications
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Andover
Course of Study
1991-92

Phillips Academy
Andover, Massachusetts 01810



1991-92 Course of Study

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Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an Academic Advisor, who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. Students should familiarize themselves with the Academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week classes are scheduled to meet according to varying patterns: some for four forty-five minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Greek, Italian, Latin, Russian, and Spanish. These 10-20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10-20 course as a diploma requirement. Seniors with a demonstrated language weakness may take a three-term sequence in *Etymology* (Classics 31), *Structure of Classical Languages* (Classics 35), and a modern language 13 course. This sequence fulfills the language requirement with permission of the Division Chair.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A & AB), Economics (2), English Language and Literature,

European History, French Language & Literature, German, Government & Politics (2), Latin, Math (AB & BC), Music Listening and Theory, Physics (B & C), Spanish Language & Literature.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Granting an Independent Project requires the availability of a faculty mentor to supervise the project, a favorable evaluation of the merits of the proposal, and final decision by the Dean of Studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs and opportunities. *Participation in any of these requires the prior permission and approval of the Dean of Studies.*

The Washington Intern Program, in which Andover joins with Exeter, allows a group of Upper Middlers and Seniors to spend the Spring Term living together in Washington and working in the offices of U. S. Senators and Congressmen. (See the History section.)

The Mountain School Program of Milton Academy is a trimester-long program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300 acre farm in Vermont. Phillips Academy students may participate Fall Term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on The Mountain School farm which supplies most of the food and heat for the school.

Uppers may also participate in The Maine Coast Semester during the fall. Students continue their academic courses, but engage in physical work and challenges, and study coastal ecology, within the small school community during afternoon hours.

Selected students enrolled in Spanish at the third level or higher may elect a residential Spring Term of study in Mexico, or a Winter Term in Barcelona, Spain, as part of an exchange program.

Selected students of French may participate in a Fall Term exchange in Paris, France, or may spend

the Winter Term in Antibes, France, attending local schools and living with a family in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Peoples Republic of China, Ivory Coast, or the Soviet Union.

In addition to school-sponsored programs, the trimester plan provides an opportunity for individual Seniors to arrange off-campus projects related to their special interests. Development of such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements and also free a block of time during the appropriate term. Participation in any off-campus project or program must be approved by the Dean of Studies.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families, while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their Academic Advisor or the Dean of Studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chairman of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents to understand the curriculum, and to show the major decisions, and their consequences, which face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term are occasionally advised to cut back to four courses. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about 9 hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard 4 to 5 hours of homework per week.

Academic Advising

Each student has an Academic Advisor; this member of the faculty is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations—insofar as they can be identified—are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude

tests, and character and personal development.

The Advisor meets with the new student during the Orientation prior to the opening of school in September to review and approve the course selections which the student has made during the summer or spring. Subsequently the student meets with his or her Advisor midway through each term to make or confirm course selections for the upcoming term and to review long-term plans.

In addition to the Academic Advisor, the House Counselor or Day Student Counselor must also approve the student's course selection for each trimester. From time to time during the academic year, the Counselor will report to parents concerning the student's growth and progress. Late in the spring students in the three lower classes and their respective Academic Advisors will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The Academic Advisor will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on Probation or under Suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, three trimester credits in United States History, plus an additional trimester course in history taken at the Upper Middle or Senior level, a full-year course in a laboratory science, plus an additional three trimesters of science, one trimester of art (usually *Visual Studies-Art 10*), one trimester of music (usually *The Nature of Music-Music 20*), and nine of English—these to include *English 100* (for ALL entering Juniors), a yearlong course of competence in writing and reading and a three-trimester sequence of general literature. In order to be eligible for a diploma all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower Middlers must pass *Physical Education 10* in addition to required athletics; all three and four-year students must pass, prior to graduation, a one-trimester course offered by the Department

of Philosophy and Religious Studies. Entering Upper Middlers need pass only one trimester of either art or music at the Academy. Some modifications of the language requirement are made for entering Upper Middlers and Seniors. Entering Seniors with no previous foreign language experience must pass a 10-20 course in a foreign language or an equivalent yearlong sequence in language structure. A Senior must earn a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Independent Projects are counted as graded courses.

Credits (trimester) required for the diploma are:

- For Entering Juniors — 54
- For Entering Loweres — 51
- For Entering Uppers — 48
- For Entering Seniors — 48

Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the Faculty has voted the following guidelines, which are in addition to the Diploma Requirements listed above. These represent what the Faculty *strongly urges* students to do. The Academic Advisors recognize that there will always be some acceptable student programs which do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses which have been designated 'advanced' or honors courses may carry a four-course program.

All Juniors and Loweres should take English, mathematics, and foreign language every term.

By the end of Lower year each four-year student should have taken some history and some science.

By the end of Lower year each four-year student should have taken *Art 10* or *Art 11*.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of Art, Music, or Theatre.

All three-and four-year students will be advised to take more than the minimum diploma requirements in the arts (Art, Music, Theatre and Dance).

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a Course Selection form, indicating the courses that they wish to take during the coming year.

Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some *initial* specialized courses in English and U. S. History in which language proficiency is less necessary. (See the introductory paragraphs for the English and History sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door to others.

JUNIOR YEAR

Each trimester a Junior must take five courses unless enrolled in the Junior Humanities Program (see below). Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

- | | |
|---------------------|---|
| 1. Math | enter the sequence by placement of the department; |
| 2. Foreign Language | begin sequence (usually a yearlong course at the 10-level); |
| 3. English | <i>English 100</i> |
| 4. Elective | Art, Classics, Computer, History, another Language, |
| 5. Elective | Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

JUNIOR HUMANITIES PROGRAM

The Human Experience

This yearlong interdisciplinary program, consisting of coordinated courses in English, history, and visual studies, will consider as central themes the human being as mythmaker and storyteller, as seeker and adventurer, as artist and civilizer. Students must take all three component courses of this program (*English 101-0*, *History 11-0*, and *Art 11-0*) for the entire year, and will receive a total of seven academic credits for the three. In addition, each student enrolled in the Program will take three other courses (see suggestions listed above).

LOWER MIDDLE YEAR

Each trimester a Lower Middler must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the Spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

- | | |
|---------------------|---|
| 1. Math | (usually <i>Mathematics 19</i> or <i>Mathematics 21</i>); |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | enter sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Math, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Returning Students

- | | |
|---------------------|---|
| 1. Math | continue sequence (usually <i>Mathematics 21</i> , <i>22</i> , <i>32</i>); |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Math, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Students wishing to participate in the *School Year Abroad Program* during their Upper Middle or Senior year should discuss these plans with their Academic Advisor and seek guidance for the selection of courses for the Lower Middle Year. Participation in any off-campus project or program must be approved by the Dean of Studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior Years, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the

Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in the June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests in June of their Upper Middle Year. As a matter of general policy Academic Advisors encourage "depth" in the selection of courses for the Upper Middle Year. In selecting courses students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

1. Math enter the sequence by placement of the department;
2. Foreign Language enter the sequence by placement of the department;
3. English begin sequence (*English 250*);
4. History usually *History 30 (T2), 31 (The United States)*;
5. Elective Art, Computer, History, another Math, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre

Returning Students

1. Math continue the sequence (usually *Mathematics 34, 35, 36*);
2. Foreign Language continue the sequence;
3. English continue the sequence (*English 300, 310*);
4. History usually *History 30 (T2), 31 (The United States)*;
5. Elective Art, Computer, another English, History, another Math, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre.

Participation in any off-campus project or program must be approved by the Dean of Studies.

SENIOR YEAR

During the Upper Middle Year and the Senior Year, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected only as a fifth course; however, an Independent Project, though marked on a Pass/Fail basis, is counted as a graded course.

A Senior must *earn* a minimum of twelve graded trimester credits during the Senior Year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements (International students: see page 5). A Senior's program should resemble the following outline.

New Students

1. Math enter the sequence by placement of the department; if the requirement is not yet satisfied enter *Mathematics 39 or 40*;
2. Foreign Language enter the sequence by placement of the department if the requirement is not satisfied;
3. English as placed by the department; usually *English 407 or 408*;
4. Elective Art, Computer, another English, History, another Math, a 10-20 Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre.
5. Elective

New students should review the information at the beginning of the *History and Social Science* section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students take *English 310* in the fall, and electives at the 400 and 500 level in the winter and spring.

Course Enrollments and Cancellations

The School reserves the right to cancel, at any time up to the 3rd day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the School has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Transferring and Dropping Courses

To transfer or drop a course, a student must obtain an official transfer slip from his or her Academic Advisor. This slip is then taken *as soon as possible* to the Scheduling Officer in Evans Hall Basement. Transfers into term-contained courses must take place during the first six calendar class days of the term. No course may be dropped after the end of the fourth week of classes of any term. Students wishing to drop yearlong or T2 courses prior to the normal end of the course, and after the first six calendar class days of the course, may do so only by gaining the approval of a group of five: the Department Chairman, the Dean of Studies, the student's House Counselor, Academic Advisor, and Instructor. Credit is granted at the discretion of the Department Chair and only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only Cluster Deans may give permission to extend weekend time, and they may do so without consulting Instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination. Spring Term Senior Failures may be made up only following Commencement.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1991-92 as follows:

| | |
|------------|---|
| October 22 | PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) |
| November 2 | SAT/ACH |
| December 7 | SAT/ACH |
| January 25 | SAT/ACH |
| May 2 | SAT/ACH |
| June 6 | SAT/ACH |
| May 6-19 | AP (Advanced Placement Examinations) |

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers. The center is open during the regular operating hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the School and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the Computer Center.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Math 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 26-123*). A number ending in a single digit "1", "2", or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name (Example: *Physics 52-12 Advanced Placement Physics (T2)*). Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chairman required, etc.

Beside each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

Final Digit: Indicates:

- | | |
|---|--|
| 0 | Yearlong course |
| 1 | Course offered in Fall Trimester |
| 2 | Course offered in Winter Trimester |
| 3 | Course offered in Spring Trimester |
| 4 | T2 course offered in Fall and Winter |
| 5 | T2 course offered in Winter and Spring |

COURSE DESCRIPTIONS

Art

The diploma requirement in Art is as follows: entering Juniors and Lower must take a course in Studio Art; an entering Upper must take a trimester course in Studio Art or Music at the Academy; neither a Pass/Fail course nor an Art History Course is accepted as fulfilling the requirement. The basic course, *Visual Studies*, covers a broad range of material, is open to students of all abilities and experience, and is a prerequisite to almost all elective courses in Art. Exemption from this **prerequisite** is granted only on the basis of a portfolio of work judged satisfactory by the Chairman of the Department in collaboration with the teacher of the course which the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, three-dimensional work (slides or photographs are acceptable), and photography.

The College Entrance Examination Board offers students the opportunity to gain Advanced Placement in Studio Art in many colleges and Art Schools, thus enabling a student to by-pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in Advanced Placement should enroll in *Art 45* and two subsequent terms in Art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26*, and *Art 36*.

With the exception of *Art 40*, *41* and *42*, no Art course, if failed, can be made up by examination.

Students should expect to help pay for art materials. Cameras are available for loan to scholarship students taking photography.

INTRODUCTORY STUDIO COURSES

| | | |
|------|--------|-----------------------|
| 10-1 | (0101) | Visual Studies |
| 10-2 | (0102) | |
| 10-3 | (0103) | |

Five prepared class periods. Not recommended for Juniors. In its emphasis on visual observation, interpretation, and organization, the basic course is designed to provide an understanding of how visual information is made and transmitted. Along with discussion of design problems, the student receives experience in photography, drawing, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

| | | |
|------|--------|--|
| 11-0 | (0110) | Visual Studies for Juniors (a yearlong commitment) |
|------|--------|--|

Two prepared periods (including one double period). This course is part of a Junior Humanities Program which also includes English and history, and is strongly recommended for Juniors. Students are introduced to the language of vision through drawing, photography, video, color, structure, and two- and three-dimensional design. The course will fulfill the diploma requirement in art and serve as the equivalent of *Art 10* as a prerequisite for other art courses.

| | | |
|-------|--------|--|
| 11-12 | (0114) | Visual Studies for Juniors (T2) |
| 11-23 | (0115) | (a two-term commitment) |

Four prepared periods. Strongly recommended for Juniors. This course introduces students to the language of vision through drawing, photography, video, color, structure, and two- and three-dimensional design. The course will fulfill the diploma requirement in art and will serve as the equivalent of *Art 10* as a prerequisite for other art courses.

| | | |
|-------|--------|--|
| 16-12 | (0164) | Extended Visual Studies (T2) (a two-term commitment) |
|-------|--------|--|

Four prepared periods. This is the recommended course for serious art students. In addition to the material covered in *Art 10*, this course includes video, art history and 3-D design, with projects in woodworking and welding. Besides fulfilling the diploma requirement, it offers an expanded foundation for students intending to continue in advanced studio courses.

| | | |
|------|--------|---------------------------------|
| 12-1 | (0121) | Introductory Photography |
| 12-2 | (0122) | |
| 12-3 | (0123) | |

Prerequisite: *Visual Studies (Art 10, 11 or 16)*. An introduction to basic out-of-doors photography, the course covers fundamentals of exposure, developing and printmaking. A camera (35 mm. or 2 1/4) with manually controlled speed, aperture and focus is required; a light meter is not necessary. (Scholarship students may borrow cameras from the school.) Emphasis is on both darkroom technique and aesthetic quality. This course may be bypassed by students with previous experience through the presentation of a portfolio. Classes meet twice a week with six hours of preparation and weekly conferences with the teacher.

| | | |
|------|--------|------------------------------|
| 14-1 | (0141) | Introductory Ceramics |
| 14-2 | (0142) | |
| 14-3 | (0143) | |

Four classes per week plus evening studios. Basic techniques of hand-building, wheel-throwing, and glazing. Emphasis on the sculptural as well as the functional possibilities of clay. At least one raku firing each term, or a similar special project. No prerequisites, and does not fulfill the diploma requirement. (Mrs. Bensley)

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. *Visual Studies* (Art 10, 11, or 16) is a prerequisite for all intermediate courses. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

**23-123 (0231) Drawing and
(0232) Two-Dimensional Design
(0233)**

Prerequisite: *Visual Studies* (Art 10, 11, or 16). The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen, and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. Shertzer)

**24-23 (0242) Three-Dimensional Design
(0243)**

Prerequisite: *Visual Studies* (Art 10, 11, or 16). This course identifies some basic areas of concern—equilibrium, economy, function, scale—within an ecological frame of reference. Studio problems in design and construction will draw on the student's ability to learn and apply problem-solving techniques creatively; discussion and written exercises will ask the student to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

25-1 (0251) Artists' Books

Prerequisite: *Visual Studies* (Art, 10, 11, or 16). Through an exploration of calligraphy or photo-illustration, paper-making and bookbinding, students may turn their thoughts, feelings and dreams into book format. Initial projects will be assigned to encourage experimentation, technique and problem solving. Group critiques as well as an exploration of the historical roots of book arts and photography are integral parts of this course. (Ms. McCarthy and Mrs. Quattlebaum)

**26-123 (0261) Continuing Photography
(0262)
(0263)**

Prerequisite: Art 12. An extension of Introductory Photography, the course goes deeper into technical proficiency and aesthetic quality. Technical aspects include metering techniques, black and white filters, exposure and printing contrast controls, various developing styles and darkroom deviations. A camera and light meter are required. The student will be exposed to the works of various photographers so that he may gain a better sense of his own photographic style and identity. Classes meet four periods a week with four hours of preparation and weekly conferences with the teacher.

**27-23 (0272) Video & Computer Animation
(0273)**

Prerequisite: *Visual Studies* (Art 10, 11, or 16). Film-making with an emphasis on frame by frame control of sequential imaging. All traditional forms of animation are possible, from claymation to anamatics, and new techniques are introduced utilizing expanding computer technology. (Mr. McMurray)

**28-3 (0283) Contemporary Communications
(Formerly Art 311)**

Four prepared class periods. The course examines some of the bases of communication between and among people. Material includes fiction, non-fiction, poetry, drama, motion pictures, and the visual arts.

Prerequisites: Successful completion of a course in art, music, or theatre. The course engages in group projects aimed at public presentation. (Mr. Lloyd)

ADVANCED STUDIO COURSES

Visual Studies (Art 10, 11, or 16) is a **prerequisite** for all advanced courses. These courses may be taken more than once. Unless otherwise noted, Advanced Studio courses meet two double periods a week with four more **evening** hours required in the studio.

30-3 (0303) **Graphics** (Formerly Art 300)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). Applying photography to graphic arts, particularly through photo-silkscreen, photo-etching, computer graphics, and photo-lithography. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. (Mr. McMurray)

31-2 (0312) **Computer Graphics** (Formerly Art 301)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). This course will explore the major areas in the field of computer graphics: 2-D paint systems, 3-D graphics, and applications mixing photography, drawing, video, and print with computer-generated and/or manipulated images. One major project follows, utilizing workstations which have image digitizing capacities and can output to slides, paper or video. Programming skills are not necessary, but students with these skills will be encouraged to use them in the execution of their final project. (Ms. Veenema)

32-123 (0321) **Painting** (0322) (Formerly Art 302) (0323)

Prerequisite: *Visual Studies* (Art 10, 11 or 16) and permission of the instructor. An introduction to the basic elements and techniques of painting in oils and acrylics. Specific problems are assigned to study the fundamentals of color, composition and space in painting, as well as to encourage the student's individual expression. Class critiques and discussions, slides, reproductions, and occasional field trips (depending on enrollment) are also part of the course. Previous experience is helpful but not necessary; students are encouraged to sign up for the full year if possible. (Mr. Cook)

33-13 (0331) **Filmmaking** (0333) (Formerly Art 303)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). This course combines viewing theatrical, documentary, and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques.

34-123 (0341) **Advanced Ceramics** (0342) (Formerly Art 304) (0343)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). For those who are seriously interested in the total operation from design to execution. Hand-building, wheel-throwing, glazemaking (and some chemical analysis), responsibility for loading and firing electric, gas, raku, and salt kilns. Assigned reading and occasional field trips. Previous experience in clay is desirable. (Mrs. Bensley)

35-3 (0353) **Printmaking** (Formerly Art 305)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). Printmaking aims to give the student knowledge of different drawing techniques using the printmaking media such as monoprints, metal plate etching and drypoint, collagraph and plate lithography. The course allows students to see the successive conceptual stages an artist goes through in developing an image and encourages them to look at the many possible forms their images could take, in addition to focusing on one final product. (Ms. Veenema)

36-1 (0361) **Photojournalism** (Formerly Art 306-I)

Prerequisite: *Continuing Photography* (Art 26). A photograph is a multi-dimensional experience. It can serve to recall persons or events; it can inform, inspire, and raise questions. It is a way of sharing an experience and one's relationship to it. The subject of this course is taking photographs that are deeply and personally felt and which, at the same time, can communicate to a wide audience. The commentary and images of several celebrated photographers will be presented for discussion. Projects will include individual photographs, essays, picture stories, journals, biographies, etc. While independent work is expected, some assignments will be given. (Mr. Wicks)

37-23 (0372) **Beginning Sculpture**
(0373)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). A course designed to introduce students to concepts and techniques necessary to create sculptural forms. Experience in various media, building or subtracting, welding, casting and carving are included. Students will be asked to make several pieces in a variety of media. No experience needed, but some reading and research required. Not open to Seniors. (Mr. McMurray and Mr. Shertzer)

38-123 (0381) **Sculpture**
(0382) (Formerly Art 308)
(0383)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). Offers an opportunity to work in practically every material available to the sculptor today, including wood, stone, metal, plastics, plaster, and others. It is therefore possible for students to develop into sculpture concepts discovered in *Visual Studies* (Art 10) or *Three-Dimensional Design* (Art 24) as well as ideas drawn from their own experience. (Mr. Shertzer or Mr. McMurray)

39-123 (0391) **Architecture**
(0392) (Formerly Art 310)
(0393)

Prerequisite: *Visual Studies* (Art 10, 11, or 16). For Uppers and Seniors. *Three-Dimensional Design* (Art 24) recommended, but not required. The design of structures for human habitation involves a variety of basic considerations. In the fall, the course will concentrate on functional analysis of sheltered spaces and their organization. The winter term will survey methods of enclosing spaces at different scales and construction techniques, including some architectural detailing. The spring term will combine knowledge gained in the previous terms in a project or projects simulating the experience of architectural practice. The course fills the needs of students who are considering architecture as a field of concentration as well as of those who desire familiarity with the basics of environmental design. Although students are encouraged to take the course for three terms, each segment is planned to accommodate enrollment for that term alone. (Mr. Lloyd)

45-1 (0451) **Advanced Placement Art**
(Formerly Art 315)

Prerequisite: Three trimesters of art courses (including *Visual Studies*). This course is open to Seniors interested in assembling a portfolio of work for either application to college or submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Any student who plans to submit a portfolio for the Spring Advanced Placement examination should also plan to take one art course both Winter and Spring terms. (Ms. Veenema)

HISTORY OF ART COURSES

40-1 (0401) **Art as Mythology**

Four prepared periods. For Uppers and Seniors. The Fall Term deals with the history of western painting, sculpture and architecture from pre-history to the Italian Renaissance. Although each Art History course can be taken separately, all three together should prepare students for the Advanced Placement Examination in Art History. (Mr. Bensley)

41-2 (0412) **Art as Illusion**

Four prepared periods. For Uppers and Seniors. The Winter Term starts with the Italian Renaissance and ends with the late 19th Century. During this term some time will be spent in the Addison Gallery studying original works from the collection of American Art. (Mr. Bensley)

42-3 (0423) **Art as Reality**

Four prepared periods. For Uppers and Seniors. Spring Term covers modern trends from mid-19th Century to the present. Again, some time will be spent in the Addison Gallery utilizing its contemporary collection. (Mr. Bensley)

Classical Studies

The Department of Classics offers the following courses in Classical Studies designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in Ancient History see *History* 55–123.

21–1 (5321) Classical Civilization: Greece
21–3 (5323)

Four prepared class periods. For Juniors and Lower Middlers. The course surveys the achievements of the ancient Greeks from Homeric times through Alexander the Great, including their impact on later civilizations in such areas as literature, art, philosophy, drama, government and science.

22–2 (5332) Classical Civilization: Rome

Four prepared class periods. For Juniors and Lower Middlers. The course introduces students to the civilization of Rome which dominated the Western World politically for a thousand years and culturally for even longer. The developing concepts of politics, law, and empire as we know them today are discussed. The course challenges the students to consider the meaning of the Roman experience in its glorious achievement of the “Roman Peace” as well as in its “Decline and Fall.”

31–1 (5411) Etymology
31–2 (5412)
31–3 (5413)

English has an immense vocabulary, far larger than that of any other language, almost half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and commercial promoters. Systematic study of a few hundred roots opens the door to under-

standing the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

32–1 (5421) Greek Literature
32–2 (5422)

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical context. In what is essentially a history of ideas, the major *genres* of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

33–2 (5432) Classical Mythology
33–3 (5433)

Four prepared class periods. Open to all classes. The interest of the Twentieth Century in Classical Mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon among others. The myths are considered living entities changing in the hands of each artist who deals with them whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

35–2 (5452) Structure of Classical Languages

Prerequisite: Classics 31, or permission of the department head. Drawing on the wellspring of roots studied in Etymology, this course goes directly back into the source languages, Greek and Latin, as models of how the Indo-European family of languages has generated, over the last four thousand years, a widely shared heritage of vocabulary, grammatical forms and sentence structure, which live on to this day in languages as disparate as English, Spanish and Russian. Authentic ancient Greek and Latin readings will show how grammatical logic and contextual sense can convey meaning quite differently from English, thereby offering the “Copernican experience” of seeing the world described intelligently from totally unfamiliar perspectives.

English

The diploma requirements in English are to establish competence in writing and reading. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 250*, *English 310*, and two terms of English electives. International students who are new Uppers begin the sequence according to placement by the Department: *ESL*, *English 200*, or *English 300*; returning international students continue the sequence or confer with the Department Chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 407* or *408* followed by electives in the Winter and Spring Terms; international students begin with *ESL*, *English 351-12* or a writing-intensive *408*, followed by courses to be designated by the Department Chair in consultation with the students' teachers. Any courses so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with the placement of the Department. All Juniors take *English 100* or *English 101* and may not take *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. Related courses, whose prerequisites vary, are listed elsewhere in this booklet. All *English* courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

100–0 (1100) English: The Myth and the Journey

This course (or *English 101*) is required for all Juniors. As a foundation for *English 200* and *300*, the course studies a variety of literary forms and styles. Frequent writing assignments, close reading of such texts as *The Odyssey*, *Great Expectations* or *The Once and Future King*, *Black Boy*, *The Tempest*, and regular work with journal entries prepare the student for successful completion of the English requirements.

101–0 (1110) English: Junior Humanities

This course follows the same syllabus as *English 100*, but is part of the Junior Humanities Program (see page 6).

Juniors are also eligible to enroll in Etymology, which is described under Classics.

200–0 (1200) Competence

The course in reading and writing uses a text called *Writing: The College Handbook*, anthologies, and the students' writing as the primary texts. The first term emphasizes paragraph coherence and basic skills through the writing of short compositions, expressive and expository; the second term focuses on clear and concise multi-paragraph essays and a documented inquiry that encourages the acquisition of important reading skills in conjunction with learning to write a paper in the Humanities. The third term includes close and accurate reading of the poem, the short story, and the short novel by having students write about point of view, characterization, tone, organization, diction, theme. Throughout the year we assume that reading and writing are activities and that the teacher's function is to help the student understand and perform these activities through practice, comment, and revision. The criteria for grading are the successful completion of assignments, the degree of improvement, and the quality of the work. Designed to teach students to read as writers and write as readers, *English 200* prepares students for the literature sequence and the specialized courses.

250–0 (1250) Competence/Literature Sequence for Uppers

A condensed version of *English 200* and *English 300*. Required of all new Uppers. Students completing this course take *English 310-1* in the fall.

300–12 (1304) The Seasons of Literature (T2) (a two-term commitment)

English 300 continues *English 200*'s movement toward literary analysis, developing critical skills through the study of novels, poetry, drama, and sometimes, film. The course provides a sense of literary mode; of historical perspective; of mythic, psychological, and cultural contexts, aiming at the development of a literary sensibility. While emphasizing the analytical—both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence—the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays, parodies. The structure of the course is inspired by, but not governed by Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and

irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic, and modern periods (excerpted below), so that each period is represented in each term. Additional works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers. There is a departmental exam. **Prerequisite:** *English 200*.

Tragedy and Romance

Pre-Romantic: Selections from the Bible (e.g. Genesis, Job, the gospels); a play by Aeschylus; *Metamorphoses*, Ovid; *Beowulf*; *Everyman*; *The Spanish Tragedy*, Kyd; *Dr. Faustus*, Marlowe; *The Changeling*, Middleton; *The White Devil*, Webster; selections from *Paradise Lost*, Milton; poems by Spenser, Jonson, Donne, Herbert, Marvell; *Phedre*, Racine; tales collected by the Grimms.

Romantic/Post-Romantic: *Rime of the Ancient Mariner*, Coleridge; *Eve of St. Agnes*, Keats; *Frankenstein*, Shelley; *Wuthering Heights*, Bronte; short stories by Poe; *The Scarlet Letter*, short stories, Hawthorne; *Billy Budd*, *Moby Dick*, Melville; a play by Ibsen; a novel by Hardy; *Daisy Miller*, James; poems by Wordsworth, Shelley, Keats, Tennyson, Whitman, Dickinson.

Modern: *Heart of Darkness*, Conrad; *House of Mirth*, Ethan Frome, Wharton; *The Fountain Overflows*, West; *The Great Gatsby*, short stories, Fitzgerald; *The Sun Also Rises*, Farewell to Arms, short stories, Hemingway; *The Iceman Cometh*, *Long Day's Journey into Night*, O'Neill; *The Bear*, short stories by Faulkner; *Antigone*, Anouilh; *Native Son*, Wright; *Invisible Man*, Ellison; *Seize the Day*, Bellow; *The Fixer*, Malamud; *Wise Blood*, short stories, O'Connor; *Death of a Salesman*, Miller; *The Dutchman*, Jones; *House Made of Dawn*, Momaday; *Sula*, Song of Solomon, Morrison; *Book of Common Prayer*, Didion; *Love Medicine*, Erdrich; poems by Yeats, Eliot, Hughes, Berryman, Lowell, Brooks; a work by Cather, Steinbeck, Welty, McCullers, Baldwin; stories by LeGuin; plays by Fugard, August Wilson.

Comedy and Irony

Pre-Romantic: Works by Horace, Juvenal; selections from *Canterbury Tales*, Chaucer; *Volpone*, Jonson; poems by Donne, Herbert, Marvell; a play by Moliere; selections from Dryden, Pope; *The Country Wife*, Wycherly; *Gulliver's Travels*, "A Modest Proposal", Swift; *Candide*, Voltaire.

Romantic/Post-Romantic: *Pride and Prejudice*, Austen, *Don Juan*, Byron; *David Copperfield*, *Hard Times*, Dickens; *Moby Dick*, Melville; poems by Browning; *Alice in Wonderland*, Carroll; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, Wilde.

Modern: A play by Shaw; *Age of Innocence*, Wharton, *Decline and Fall*, *A Handful of Dust*, *The Loved One*, Waugh; 1984, *Animal Farm*, Orwell; *Call It Sleep*, Roth; *Invisible Man*, Ellison; *Cat's Cradle*, *Slaughterhouse-Five*, Vonnegut; *Grendel*, Gardner; *Transformations*, Sexton; poems by Eliot, Auden, Cummings, Owen, Eberhart, Plath, Sexton; works by Nabokov, Malamud, Bellow, Roth, Cheever, Updike, Davies, Reed, Wolfe, Allen.

310-1 (1311) Shakespeare
310-3 (1313)

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis. **Prerequisite:** *English 250-0* or *English 300-12*.

350-12 (1351) English
(1352)

A special course for all post-graduates, and one year Seniors. Its purpose is to provide the writing and reading skills taught in *English 200* as well as to expose students to substantial works of literature. While reading plays, poetry, short stories, or novels, students undertake intensive writing exercises and learn to write effective papers of greater length. (Mr. McGraw, Mr. Price)

351-12 (1361) English
(1362)

A special course, similar to *English 350*, but primarily for students for whom English is a second language. (Mr. Bailey, Ms. Graham)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200, 300 and 310*. Courses numbered in the 500s are more intensive and demanding than those numbered in the 400s and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be given.

401-123 (1411) Non-Fiction Writing
(1412)
(1413)

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing, and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould)

403-123 (1431) Introduction to Writing
(1432)
(1433)

An introductory course to the writing of original stories, informal essays, and poetry. While examining examples of the genres mentioned, the student tries all these forms. With written permission from the department chairman, a student may take this course before he has completed the normal Competence-Literature sequence.

405-123 (1451) Literature of Two Faces
(1452)
(1453)

The relationship between American and minority cultures. The course addresses one or two cultures in any given term. The instructors hope to introduce students to the myth, magic and hard realities of ethnic experience in this country. Authors students might read include Flannery O'Connor, James Baldwin, Gwendolyn Brooks, Leslie Marmon Silko, William Faulkner, June Jordan, N. Scott Momaday, Isaac Bashevis Singer, Sonia Sanchez, Imamu Amiri Baraka and Maxine Hong Kingston. (Mr. Sykes)

407-123 (1471) Topics in English Literature
(1472)
(1473)

Explores the diversity of English literature from Beowulf and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats, and later moderns. Readings enable students to explore issue of self, society, and the universe that characterize different eras and that enlarge understanding of our literary tradition. Topics include English Comedy from Chaucer to Monty Python, the English Novel, the Literature of British Imperialism, Mythic Systems in British Writers and English Comic Theater.

408-123 (1481) American Writers
(1482)
(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, DeLillo, Shepard, Didion, and Walker. (Mr. Bernieri, Mr. Cobb, Mr. Thorn, Ms. Fan, Mr. Price, Mr. O'Connor)

430-12 (1531) Theme Studies
(1532)

The Literature of Childhood and Innocence. This course studies the literature that succeeds or fails in preserving the innocence of childhood, inevitably lost through confrontations with reality, through a consideration of works either intended for or about children. The adult craving for pristine, idyllic origins will be explored as well as the consequences of a childhood that forfeits such beginnings. That the frequent use of monsters or other malevolent fantastic presences apparently contradicts the pristine and idyllic will be explored. Much emphasis will be placed upon examining these books as models of childhood that adults necessarily construct or reconstruct as we seek an understanding of the strategies behind these (re) constructions in attempts to answer: who needs these book more, adults or children? Texts may be drawn from, but are not limited to, the following: *Selected Tales*, Grimm; *The Annotated Alice*, Carroll; *The Annotated Mother Goose*, *Peter Pan*, *When the Tree Sings*, Haviaris;

Beyond the Looking Glass, Cott; *The Story of Jumping Mouse*, Steptoe; *Platero and I*, Jimenez; *Woman Warrior*, Kingston; *Bluest Eye*, Morrison; *The Wizard of Oz*, Baum; *The Circus*, Casey; *Uncle Remus*, Harris; "The Ones Who Walk Away from Omelas," Le Guin; *Browniegirl*, Brownstone, Marshall; and works by Chute, Robinson, Dr. Seuss, Baldwin, Twain, Helprin, Bambara, Willard and others. (Ms. Moss)

431-123 (1541) Genre Studies
(1542)
(1543)

Faces From the World House. This course examines literature in Germany, Japan, and Eastern Europe—concentrating on literature written since the Second World War. In the fall, students read some of the great contemporary German novels. In the winter the course surveys representatives of contemporary Japanese literature. In the spring, Polish, Czechoslovakian and Hungarian writers will be read. Authors may include the following: Boll, Borchert, Durenmatt, Endo, Enchi, Fust, Havel, Ishiguro, Kipshardt, Kis, Klima, Kundera, Milosz, Mishima, Tanizaki. (Mr. Thorn)

All of the following courses may require more than the standard 4 to 5 hours per week of homework.

500-23 (1602) James Joyce
(1603)

The first term is devoted to *Dubliners*, *A Portrait of an Artist*, and *Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses*. The purpose of the course is to develop the skill to read important and difficult works without the aid of study guides or other secondary material beyond the Ellmann and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504-123 (1641) Man and God
(1642)
(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*,

O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevski; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

508-23 (1682) Directions in 20th Century
(1683) **Drama**

The close study of significant contemporary drama. The winter term focuses on the first half of the 20th Century and plays by Shaw, Chekov, Strindberg, O'Casey, Brecht, Pirandello, and Ionesco are read; the spring term starts with Beckett, and includes plays by Williams, Bolt, Pinter, Albee, Stoppard, and Shepard. (Ms. Braverman)

509-1 (1691) Shakespeare on the Page
509-3 (1693) and Stage

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts—directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. (FALL: *Kings and Kingship*—readings: *King Lear*, *Richard III*, *Macbeth*, *1 Henry IV*, *Measure for Measure*. SPRING: *Labour of Love*—reading: *Much Ado About Nothing*, *All's Well that Ends Well*, *Antony and Cleopatra*, *Othello*.) (Mr. Kalkstein)

510-123 (1701) The Short Novel
(1702)
(1703)

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons between works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kotzwinkle, McGuane, Hong-Kingston, Le Carre. (Mr. Pepper)

512-123 (1721) **Satire and Comedy**
(1722)
(1723)

A study of both the theories and practice of satire and comedy, with emphases on the eighteenth century and the modern period. Works by authors like Pope, Swift, Sterne, Ben Jonson, Waugh, and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg, and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks, and Peter Sellars. (Mr. Regan)

513-123 (1731) **Novel & Drama Seminar**
(1732)
(1733)

The course concentrates on major works of literature since 1880, primarily on the works of Virginia Woolf, Henry James, David Storey, Franz Kafka, Flannery O'Connor, T.S. Eliot, Samuel Beckett, Eugene O'Neill, William Faulkner, Gunter Grass, Saul Bellow, Gabriel Garcia Marquez, Grace Paley, John Barth, Isaac Bashevis Singer, Robert Stone, Elie Weisel, Harold Pinter, Bertolt Brecht, August Wilson, Toni Morrison, and Vladimir Nabokov. Students study the "world" of each writer and compare it with that of the others. As a basis for the comparison with the classics of the past, they also study a Greek Tragedy and *The Brothers Karamazov*. Class periods are devoted to seminar discussions (often led by students) and critiques of student writing. Students regularly stage dramatic readings, cast and performed by the class. (Mr. Wise)

514-123 (1741) **Creative Writing**
(1742)
(1743)

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Gould, Mr. Cobb, Ms. Ostrow, Mr. Smith)

515-123 **Literature of the Quest**
(Not offered in 1991-92)

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course asks students to interpret elements of the quest from a variety of perspectives. In the Fall Term readings include Socrates' *Euthyphro* and *Oedipus*

Rex, the Abraham cycle, Beckett's *Waiting for Godot*, and Eliot's *The Waste Land*. The Winter Term considers the suffering encountered on the quest and explores themes from the gospel of Mark, *King Lear*, *The Great Gatsby*, Wiesel's *Night*, West's *Miss Lonelyhearts* and Flannery O'Connor's *Everything That Rises Must Converge*. The Spring Term questions the journey's end, reading the Amor and Psyche myth and *Alice in Wonderland*, comparing Jacob and Jesus and ending with two tragicomedies: *The Tempest* and *Who's Afraid of Virginia Woolf?*

516-2 (1762) **Playwriting**

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama.

518-3 (1783) **Spenser and Milton**

Students read minor works of both authors as well as Spenser's *The Faerie Queene* (Books I-II) and Milton's *Paradise Lost*. (Mr. Kalkstein)

520-123 (1801) **Images of Women**
(1802)
(1803)

This course will examine, through the study of literature, (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It will explore works by both men and women writers (and directors) and will focus on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forester; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Braverman)

527–1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation. (Mr. Wilkin)

528–2 Studies in Literature
(Not offered in 1991–92)

'A Hard Rain's A-Gonna Fall' This course is a single term course which concentrates largely on America from 1958–1975 by exploring our country's involvement in Southeast Asia and the impact of this commitment on American film, literature and music. Students keep journals and are required to submit a paper or project which incorporates primary sources. Class time is arranged so that each week a film is shown at night, a regular class period is devoted to music and a two-hour seminar is held to discuss the many issues raised through all the media. Texts: *Shallow Graves*, *A Rumor of War*, *Mediations in Green*, *Streamers*, *Medal of Honor Rag*, *Imagining Argentina*. Films: *Dr. Strangelove*, *The Ugly American*, *Coming Home*, *Full Metal Jacket*, *Cutter's Way*, *The Deer Hunter*. Music: Bob Dylan, CSN&Y, Jefferson Airplane, Little Steven. (Mr. Bardo.)

530–123 Period Studies
(Not offered in 1991–92)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531–12 (1941) Writers in Depth
(1942)

Focusing on one or two figures central to a particular literary epoch, the course allows students to study a writer's oeuvre in depth. Special attention will be paid to the biographical and historical contents of the literary works of these major figures. (Mr. Price)

Other courses related to English are **Theatre 22 (Public Speaking)**, **Art 28 (Contemporary Communications)**, **History 66 (The Renaissance)**, and, in the *Study Skills*, section, **Basic Study Skills**, **Language Skills I & II**.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30-level reached through the regular sequence, or by one trimester of 40-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the questionnaire sent to them and their current language teachers in the Spring, and, when appropriate, on a personal interview with the language chairman at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet entitled *Foreign Languages at Andover*.

With the exception of Italian (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Students are advised to take the CEEB Achievement Test in a foreign language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms which reveal the people whose languages are being studied. For information on *School Year Abroad* and other opportunities to study abroad, students should consult their language instructor or the Chair of the Language Division. (See page 3 for fuller description.)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions there are some aspects which actually make it easier. To learn Chinese is to open a bridge to the Orient.

Mandarin Chinese is the language of instruction. *Pinyin* is the standard Romanization system for all courses. Simplified characters are taught in early courses and traditional characters are introduced from intermediate courses on. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations for learners of Chinese as a foreign language, although students are exposed at an early stage to the more challenging task of learning to read and write the non-alphabetical characters. Frequent use is made of tapes, video cassettes and computer software. Opportunities are available for qualified students to participate in a six-week study-travel summer exchange program in Harbin, China.

10-0 (4410) Beginning Chinese

Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12-23 (4425) Accelerated Beginning Chinese (T2) (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

10-20-0 Intensive First and Second-Level Chinese (Not offered in 1991-91)

Five prepared class periods. Open to Seniors, and to Uppers with permission. An intensive yearlong course covering the essential material of both *Chinese 10* and *Chinese 20*.

20-0 (4440) Second-Level Chinese

Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. All essential features of Chinese grammar are covered. Texts with both characters and *pinyin* Romanization are replaced by all-character text.

22-0 (4450) Accelerated Second-Level Chinese

Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to Fourth-Level Chinese.

30-0 (4460) Third-Level Chinese

Four prepared class periods. More emphasis on reading and writing. Graded readers are used as basic texts. Their contents include folk tales, stories, episodes from classical literature, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40-0 (4470) Fourth-Level Chinese

Four prepared class periods. Readings, in both traditional and simplified characters, are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as a basis for discussions and short compositions. Graded readers and simple originals are used as basic texts. A term paper is required at the end of each trimester.

50-123 (4481) Introduction to Chinese Linguistics (4482) (4483)

Four prepared class periods. Introduction to the study of Mandarin Chinese and methods of linguistic research. Analysis of Chinese, using data from language learning and language change. Investigation of certain topics on Chinese sounds, words, sentences, and meaning. A research paper on Chinese linguistics is required at the end of each trimester.

51-123 Introduction to Chinese Literature (Not offered in 1991-92)

Four prepared class periods. Introduction to the history of Chinese literature. Representative Chinese authors' works are examined. Classical and contemporary Chinese literature is introduced. A research paper on Chinese literary works is required at the end of each trimester.

Chinese 50 and *Chinese 51* are offered in alternate years.

French

The French Department offers courses at six different levels from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses which offer in-depth study of the literature and civilization of France and other French-speaking countries, especially those in Africa and North America. Each year, the Academy enrolls many French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in the Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Foreign Language Office.

10-0 (4010) Beginning French

First-year French for students who have had no previous courses in the language. Five prepared class periods. Listening comprehension and the use of basic conversation patterns of French speech are emphasized. Elementary grammatical and idiomatic structures are introduced as well as appropriate reading material. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Text: *French in Action*, Capretz.

11-0 (4030) First Level French

First level French. Five prepared class periods. This course is designed for the student who has had previous instruction in the language, but whose knowledge and skills are not secure enough for entrance to a second-level section. It is also appropriate for students with experience in other languages who wish to begin the study of French. The course emphasizes the development of oral-aural skills and prepares for *French 21* the following year. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Students who demonstrate unusual aptitude and interest are invited to enter *French 22*, the second level accelerated course. Text: *French in Action*, Capretz.

21-0 (4060) Second Level French

Second level French. Five prepared class periods. For students who have completed *French 10* or *French 11* and for new students who qualify through teacher recommendations or placement examination. While continuing to develop aural-oral skills, the course involves reading non-technical French prose and writing simple compositions. Text: *Encore Une Foix*, Herbst, Sturges.

22-0 (4070) Accelerated Second Level French

Accelerated second level French which covers the grammar of both second and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their studies in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to continue in this accelerated section or to move to *French 21*. Texts: *La Grammaire à L'Oeuvre*, Barson; *Le Petit Nicolas*, Goscinny; *Les Petits Enfants du Siècle*, Rochefort; *Les Jeux sont faits*, Sarte.

THIRD LEVEL COURSES

A two-trimester departmental Conversation and Composition course is followed by a trimester course which creates a transition to more specialized studies.

Conversation and Composition

Four prepared class periods. Students gain practice in conversation and composition in a course which stresses the development of all four basic language skills: listening, speaking, reading, writing. The focus of the course may be chosen between the following options.

30-12 (4094) Conversation and Composition: Civilization (T2) (a two-term commitment)

Students will thoroughly review grammar in the context of discussions on topics dealing with everyday life. Weekly compositions are required. Students have a chance to actively use material covered and demonstrate their oral command of the language through the production of several live or video-taped skits. Text: *Grammaire à l'Oeuvre*, Barson.

31-12 (4104) Conversation and Composition: Fiction (T2)
(a two term commitment)

Short works of fiction are the starting points for discussions and compositions. Usually the fictional passages selected also serve as an example of grammatical structures studied simultaneously. Several times a term student writing takes the form of scenarios which are performed live in class or videotaped as an assignment. Text: *Grammaire à l'Oeuvre*, Barson.

SPECIALIZED COURSES

Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the seven courses offered below could fulfill course objectives for all students, the Department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

33-3 (4123) The Arts in the French-Speaking World

Four prepared class periods. A leap into the visual and musical world of French-speaking people during a particular period of time. Several introductory lectures will be given by teachers from outside the French Department. Otherwise, discussion and materials will be in French. Emphasis will be placed on the relationship between art, music, and society. To complement the films, slides, and recordings, students will read poems, song lyrics or excerpts from the literature of the period.

34-3 (4133) The Novel

One novel will be examined during the term, with emphasis on vocabulary building, oral expression in class discussion and methods of literary analysis. (Novels selected in the past have included Sartre, *Les Jeux sont faits*, Camara Laye, *L'Enfant Noir*, Vercors, *Le Silence de la Mer*.)

36-3 (4143) Film

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37-3 (4153) Journalism

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews, and interviews which they assemble in a French newspaper as their final project. Text: *En Revue*, Schorr.

38-3 (4163) Short Stories

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39-3 (4173) Theatre

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le bal des voleurs*, Anouilh.)

40-123 (4191) French Civilization
(4192)
(4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles, and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films, and comic strips.

41-1 (4201) The Non-European French World

Four prepared class periods. As an international colonial power France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the francophone civilization of the Antilles (Haiti, Martinique, and Guadeloupe). In addition to geographical, social, and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la rosée*; Aimée Césaire, *La tragédie du roi Christophe*; F. Oyono, *Le vieux nègre et la médaille*.

42-0 (4210) French Literature

Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of learning literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within

the context of literary analysis. Readings have recently included: *L'Étranger*, Camus; *Candide*, Voltaire; *Rhinocéros*, Ionesco. Students successfully completing this course are encouraged to take French 52.

44-1 (4231) Advanced Conversation

Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

45-2 (4242) History of France: The French Revolution

Four prepared class periods. This course will examine the tumultuous period in French History between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on historical events, but their influence on the French art, music and architecture of the time.

46-3 (4253) History of France: Crises and Culture

Four prepared class periods. This course will focus on the history and culture of France from the Revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy, the development as an industrialized nation with the pressures for social reform, and France's grandeur in the world as a colonial power as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51-123 (4261) Advanced Placement Language
(4262)
(4263)

Five prepared class periods. A course designed to meet the requirements of the Advanced Placement Examination in French Language. Open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

52-0 (4270) Advanced Placement Literature

Five prepared class periods. Open with departmental permission, to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: La Fontaine, *Fables*; Racine, *Phèdre*; Molière, *L'École des femmes*; Prevost, *Manon Lescaut*; Flaubert, *Un Coeur simple*; Sartre, *Huis clos*; Duras, *Moderato Cantabile*; poetry of Apollinaire, and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4281) Modern Literature
(4282)
(4283)

Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth-level French or the equivalent. The course studies selected novels and dramas representative of modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

The razing of the Berlin Wall and the reuniting of the two Germanies under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. A major world language whose cultural heritage has enriched western civilization for centuries, German has acquired new immediacy through its predominance in high technology and commerce and its prominence in the realignment of modern Europe. As the sole Germanic language taught at the Academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. An experienced department offers a 5-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement and the Advanced Placement examinations. Videotapes, computerized drills and language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German Speaking "Olympiade" enliven the learning process and create additional opportunities to excel. Students of unusual aptitude and interest are invited into an accelerated sequence. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

10-0 (4300) First-Level German

Five prepared class periods. The beginning course develops aural comprehension and oral expression, as well as a foundation in the basic grammar. Current texts: *Deutsch heute*; departmental materials.

12-23 (4315) Accelerated First-level German (T2)

(a two-term commitment)

Five prepared class periods. This course is for especially competent members of *German 10* upon recommendation of their instructor. Successful completion of 12 allows students to advance to 22. Current texts: *Deutsch heute*; departmental materials.

20-0 (4330) Second-Level German

Five prepared class periods. The study of grammar and basic patterns is continued. Reading and

writing are introduced. Current texts: *German in Review*, Sparks & Vail; *Leutebuch, ein leichtes Lesebuch*, Holschuh; *Vater und Sohn*, Eppert; selected readings and tapes.

22-0 (4340) Accelerated Second-Level German

Five prepared class periods. Open to competent students from 12 and to other qualified new students with permission. Successful completion of this course, which attempts to cover the essential material of second and third-year German, enables advancement to *German 42* or *40*. Current texts: *German in Review*, Sparks and Vail; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes. This course may require more than the usual 4 to 5 hours of homework per week.

30-0 (4350) Third Level German

Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks & Vail; selected plays by Dürrenmatt; *Vater und Sohn*, Eppert; *Biedermann und die Brandstifter*, Frisch; selected readings and tapes.

40-123 (4371) Contemporary German Language and Culture

(4372)
(4373)

Four prepared class periods. This course utilizes contemporary cultural materials such as periodicals, tapes, videos, and readings. Normally required of those Seniors intending to study in Germany Winter Term. Among the materials used are the newspaper *Die Zeit* and the periodical *Der Spiegel*.

42-0 (4380) Advanced Placement German Language and Literature

Five prepared class periods. This course utilizes advanced German literary works as a basis for conversation and composition in preparation for the Advanced Placement Language Test. Selective review is incorporated. Current texts: *Das Versprechen*, Dürrenmatt; *Die Stimmen von Marrakesch*, Canetti; *Ein kleines Aufsatzbuch*, Lederer/Neuse; *German in Review*, Sparks & Vail. This course may require more than the usual 4 to 5 hours per week of homework.

50–123 (4391) Fifth-Level German
(4392)
(4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth-level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht, and Hesse.

Greek

Through the study of Greek the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10*, *20*, *30*, and *40*, though Upper Middlers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10–0 (5010) Greek, First Level
Five prepared class periods. The course introduces the student directly to the Classical Greek of Periclean Athens through a series of readings which present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

10-20-0 (5020) Greek, First and Second Level, Intensive

Five prepared class periods plus one unprepared. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

13–1 (5031) Introduction to Greek
13–2 (5032)
13–3 (5033)

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature which, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

20–0 (5040) Greek Second Level
Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

30–0 (5050) Greek, Third Level: *Iliad and Odyssey*
Four prepared class periods. Selected books of the *Iliad* and the *Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism, and self-discovery.

40–123 (5061) Greek, Fourth Level: *History, Tragedy, Lyric*
(5062)
(5063)
Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the Spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

10-20-0 (4400) **First and Second Level, Intensive**

Open to Seniors, and to Uppers with permission. Five class periods. Three additional meetings (30 minutes), to be arranged, will take the place of some of the usual homework obligation on those days; these small drill sessions help achieve spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and arias from Italian opera. An Italian movie is read, studied, and seen. This course prepares students for Italian at college at intermediate and advanced levels.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient whenever possible. In so doing, the Department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an Honors sequence and complete five years of study in four years.

10-0 (5110) **Latin, First Level**

Five prepared class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and

relationships, slavery, travel, sports, life in the big city, entertainment, and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only then by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Supplemental Latin readings include some myth and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and in other traditional societies.

10-20-0 (5120) **Latin, First and Second Level, Intensive**

Five prepared class periods plus one unprepared. For Upper Middlers and Seniors. A year-long accelerated introductory course covering all of the essential elements of *Latin 10* and *Latin 20*.

13-1 (5141) **Introduction to Latin**

13-2 (5142)

13-3 (5143)

Five prepared class periods. Identical to the first term of *Latin 10*, this one-term course is for students seeking an introduction to the Latin language, or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective to much of what they already know. For students who plan some day to study Russian or German it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so. The text is Lawall and Tafe, *Ecce Romani*, Book 1 (Longman).

20-0 (5150) **Latin, Second Level: Ovid, Apuleius**

Five prepared class periods. During the Fall Term, the cultural and linguistic reading approach of *Latin 10* is continued, completing the grammar and reading about other aspects of Roman life, supplemented by English readings. In the winter, students read the mythology of Ovid and parallel myths

from other ancient and modern cultures. In the spring, students read in English the fascinating satirical account of a successful upper class male transformed into an ass because of his inappropriate curiosity and compelled to experience the diverse and often unfair life of the empire as an insignificant beast of burden. At the core of the Latin reading is the tale of Cupid and Psyche: mirroring the odyssey of the ass, the myth addresses issues of male and female identity, freedom and dependence, and religious conversion.

**30–0 (5170) Latin, Third Level:
Petronius, Catullus, Vergil**

Four prepared class periods. In the fall, students read a portion of the satire of Petronius about Trimalchio, a fabulously wealthy ex-slave who invites his friends to the most elaborate party they have ever attended. English readings help explore the issues of taste and class difference addressed in Petronius: an introduction to satire. In the winter, students read widely in the love poetry of Catullus, as well as in the poetry of other cultures: an introduction to lyric poetry. In the spring, students read Vergil, the love story of dutiful Aeneas and passionate Dido, who would detain him in Africa and deny him the imperial Roman Destiny that was his obligation. Supplemental readings include Euripides' Medea and brief biographical sketches of the historical Cleopatra: an introduction to epic. Exceptional students may move directly from *Latin 30* to *Latin 50*, Honors Latin. Permission of the Department required.

**40–123 (5191) Latin, Fourth Level: Comedy,
(5192) Biography, Religion &
(5193) Philosophy**

Four prepared class periods. In the fall, students read the comedy of Plautus or Terence. Supplemental English reading from other literatures: an introduction to comedy. In the winter, students read about the life of Nero or others equally well-known for their remarkable nature: an introduction to biography. In the spring, students read the Latin poet of philosophy and science, Lucretius, supplementing the Latin reading with an examination of ancient science and magic in Roman, Greek, and other cultures.

**50–123 (5201) Latin, Fifth Level: (Honors)
(5202) Advanced Epic, Lyric and
(5203) Prose**

Five prepared class periods. Open to all students who have completed *Latin 40* and to students who have distinguished themselves in *Latin 30*. This course prepares students for the AP exam and for advanced Latin study in college. In the fall, students read extensively in Books II and VI of Vergil, examining his literary form and technique, as well as the social and political dimensions of his age. In the winter term, students study the Golden Age of Augustus through the lyric brilliance of Horace. In the spring, after a brief review in preparation for the AP, students read selections from the historian Tacitus' gripping study of hopelessness and disillusion in decadent Rome.

Russian

Given the fall of the Iron Curtain and the thaw in East-West relations, communication in Russian and a knowledge of Russian culture are essential for productive interaction with the U.S.S.R. in technology and science, and for achieving controlled, responsible international relations.

As of 1987, this goal has been realized for Phillips Academy Russian students through an official cultural and educational exchange with the Novosibirsk High School of Math and Science in the U.S.S.R. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Soviet high school students study here at Andover.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian Department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills to strengthen grammar skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term

are invited to enter special accelerated sections in the second term. It is the policy of the Department to use Russian exclusively in the classroom.

10-0 (4500) Introduction to Contemporary Russian

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

12-23 (4515) Contemporary Russian (Honors) (T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Russian 10*. Successful completion of 12 enables students to enter 22. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

13-3 (4523) A Short Course in Beginning Russian

Four prepared class periods. Open to Seniors and Uppers. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

For another course related to Russian history and culture see History 45.

10-20-0 (4530) Intensive Contemporary Russian

Five prepared class periods plus one unprepared. Open to Seniors, and to Uppers with permission. A yearlong accelerated introductory course covering two years in one. Texts: Kostomarov, *Russian for Everybody*; reference materials. This course may require more than the standard 4 to 5 hours per week of homework.

20-0 (4540) Intermediate Contemporary Russian

Five prepared class periods. Completion of the elementary course with continued emphasis on active

use. Texts: Kostomarov, *Russian for Everybody*; Bond, *Russian Graded Readers* (Heath); reference materials.

22-0 (4550) Intermediate Contemporary Russian (Honors)

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified students with departmental permission. Successful completion enables students to advance to fourth-level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

30-0 (4560) Russian Expression: Conversation and Composition

Four prepared class periods. Reading, conversation, and writing. Texts: Pekhlivanova & Lebedeva, *Russian Grammar in Pictures* (Russky Yazyk—Moscow); Bond, *Russian Graded Readers* (Heath). Reading materials include selections on Russian culture, history, geography, and Soviet civilization. Students use word processors in their composition work.

40-123 (4571) Advanced Russian
(4572) Composition and Russian
(4573) Classical Literature

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th Century) of Russian literature with selected readings (both adapted and in the original) from such authors as Pushkin, Chekhov, Gogol, Tolstoy, as well as some Soviet writers. Students use word processors in their composition work.

42-0 (4580) Advanced Placement Russian

Five prepared class periods. This course utilizes advanced literary works to prepare students for the college placement Russian Proficiency Tests. Students will progress from adapted texts to original literary materials with primary focus on further grammar development and vocabulary acquisition. Two of the five weekly meetings will be used exclusively for advanced conversation where students will view video tapes and listen to actual Soviet broadcasts to aid them in contemporary spoken Russian. There will be extensive work on texts which will be discussed orally and in compositions. Students use word processors in their composition work. This course may require more than the standard 4 to 5

hours of homework per week. Texts will be selected by the instructor to annually insure their contemporary value.

**50–123 (4591) The Soviet People, Their Heritage
(4592) and Literature
(4593)**

Four prepared class periods. Fall Term: RUSSIAN LITERATURE—readings from contemporary and prerevolutionary authors.

Winter Term: SOVIET LITERATURE—an overview tracing the evolution of Russian literature from the Revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

Spring Term: THE SOVIET PRESS—a view of Soviet Life and culture as reflected in the media. The text is a subscription to a major Soviet newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the language laboratory. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America.

The Department offers various programs of study and travel abroad which enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid and Mexico trimester exchanges are some of the possibilities. More information is available through language instructors.

10–0 (4600) Beginning Spanish

Five prepared class periods. A first-year course designed for those who have not studied Spanish before. The audio-lingual approach is used, stressing understanding and speaking. The textbook is supplemented by language laboratory practice and audio-visual materials. Selected readings and writ-

ing exercises are introduced as the student acquires confidence in oral expression and control of certain grammar.

11–0 (4620) First Level Spanish

Five prepared class periods. For new students who have been exposed to Spanish but who are not fully prepared for *Spanish 20*. The course covers basic grammatical structures through an active oral approach. The text is supplemented by language laboratory practice, selected readings and writing assignments.

**10–20–0 (4630) Accelerated First and
Second-Level Spanish**

Five prepared class periods plus one unprepared. Open to Seniors, and to Uppers with permission of department chair. A yearlong accelerated introductory course which prepares the student for the third level. It develops proficiency in the four skills. The text is supplemented by short story and theatre selections.

20–0 (4640) Second-Level Spanish

Five prepared class periods. Emphasis is on oral communication and control of essential grammar with continued practice in reading and simple theme writing. An anthology of short stories supplements the text.

**22–0 (4650) Accelerated Second-Level
Spanish**

Five prepared class periods. Open to students who have completed *Spanish 10* or *11* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. Students normally must maintain an honors grade to remain in this course. It enables honors students to enroll in a 4th level course.

THIRD LEVEL COURSES

Intensive language practice is the focus of *all* third-level courses during the fall term. In the remaining two terms elective courses 31, 32, or 34 may be chosen; they are of equal difficulty and assure the development all language skills and the mastery of specific grammatical functions.

30-1 (4691) Intensive Language Practice
Four prepared class periods. Intensive review of certain grammatical structures, with particular emphasis on verb tenses (indicative and subjunctive) and idiomatic expressions. Its main goal is to develop greater accuracy and fluency in both written and oral expression.

31-23 (4715) Culture and Civilization of the Hispanic World (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which takes a social-studies approach to the culture and civilization of the Hispanic world and develops oral and written self-expression through historical and cultural themes.

32-23 (4725) Readings in Spanish (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which develops oral and writing skills through the study of Spanish and Latin American literature. The readings include short stories, poetry, plays and a novel.

34-23 (4745) Conversation and Composition (T2) (a two-term commitment)

Four prepared class periods. An intermediate course which has as its principal goal the development of conversational and writing skills by dealing with topics of a general and contemporary nature.

40-12 (4804) Current Events; Video (T2)
(a two-term commitment)

Four prepared class periods. FALL-*Current Events*: This term the course is designed to expand and refine speaking, reading, and writing skills in Spanish. Students subscribe to the weekly International Edition of *El País*, one of Spain's leading newspapers. The articles are used as a basis for class discussions, oral presentations and weekly written analyses. At the end of the term, students produce their own newspaper and a newscast on video. WINTER-*Video*: This term the course exposes students to authentic and sophisticated native language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns and on refining writing skills. The course also involves reading, discussing and filming of student pres-

entations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41-12 (4814) Video; Current Events (T2)
(a two-term commitment)

Four prepared class periods. FALL-*Video* (See *Spanish 40-Winter*.) WINTER-*Current Events* (See *Spanish 40-Fall*.)

42-0 (4820) Contemporary Spanish and Spanish American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré, Fuentes, are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43-3 (4833) Introduction to Spanish Literature

Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme, and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50-12 (4844) Advanced Spanish Language (T2)
(a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition, and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish Language. Emphasis is placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition, and research or "field" projects. Open to students who have completed three terms of fourth-level Spanish and to other qualified students with departmental permission.

52-0 (4850) Advanced Placement Course in Literature

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana María Matute, Unamuno, F. García Lorca, J.L. Borges, García Márquez. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4871) Major Works in Spanish and (4872) Spanish American Literature (4873)

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also **Latin American Studies (History 49)** listed under *History and the Social Sciences*.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures, both European and non-western, is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of non-western cultures into courses at every grade level.

To satisfy the diploma requirement, the student must successfully complete four terms of departmental study during the 11th and 12th grades. Most students satisfy this requirement by taking three terms of *United States history (History 30-T2 and 31)* and a fourth term of a *40-level social science or 40-level non-western survey*.

For one-year international students the diploma requirement is completion of three trimesters of United States History, usually starting with *History 32*, if so placed by the Department. For other international students, the diploma requirement in history is four trimesters (as outlined in the above paragraph); these students may also be placed in 32 for the first term.

A student may, however, satisfy the 4th term of the requirement in other ways: (1) by taking *History 34-0* or *History 54-123*, the yearlong AP survey in Modern European History, or *History 55-123*, a yearlong survey in Ancient History; (2) by taking a *50-level Survey* or a *60-level Seminar*, IF a student has passed at least two previous terms at the 10-20 level (or the equivalent) and has received permission from the department chair; or (3) for students assigned to *History 29-0* by the HQT, by completing *History 31*.

One of the academic guidelines instituted by the Phillips Academy faculty urges that all 4-year students take "some history" by the end of the Lower year. Accordingly, the department strongly recommends that Juniors take *History 16*, which for them is a useful introduction to other courses in the Western Tradition sequence (*History 17, 18*) and to courses in the Modern World sequence (*History 26, 27, 28*). The department recommends that Lowers take courses in the Modern World sequence (*History 26, 27, 28*), although courses in the Western Tradition (*History 16, 17, 18*) are also open to them.

Exceptional 10th graders have two additional options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34-0*, the yearlong course in Modern European history; or (2) they may take *United States History (History 30-T2 and 31)*.

The History Qualifying Test (HQT) is given to Lowers and certain Juniors during spring term and to all new Uppers, Seniors, post-graduates, international students, and some new Lowers (plus a handful of Juniors wanting to qualify for immediate admission into *History 34* or *History 30*) during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30-T2 and 31*) in September of their Upper year. Students may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following

September). All these students are reminded that they may elect the fourth term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the diploma sequence by taking *History 29-0* and then complete the 4-term requirement by taking *History 31* the following year. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the 4th term of the requirement. (4) Finally, for students interested in taking *History 30* or *History 34* in the 10th grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the 4-term diploma requirement.

In all cases, individual placement is made by the Department Chair.

Washington Intern Program

The Department co-sponsors, with the Phillips Exeter Academy History Department, a special Spring Trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30-31*, and for Uppers in *History 30*. The program is restricted to a maximum of 8 Andover students and 15 Exeter students, competitively selected, for work as interns in the offices of Senators and Representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 30-31* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy and Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies.

COURSES IN THE HISTORY OF THE WESTERN TRADITION

Five class periods a week. Primarily for Juniors, who are expected to take *History 11* or *16* before taking other courses in the department. Together, *History 16*, *17*, and *18* comprise a survey of Western civilization from earliest times to the beginnings of the modern world. Although the primary goal is familiarity with the western tradition, its institutions and ideas, students will also be introduced to contemporaneous developments in the non-western world. Through the content of these courses, students will work on learning the skills and concepts vital to the study of history, and thus prepare for later, more advanced courses in this field.

11-0 (2110) The Human Experience

This course, part of the Junior Humanities Program, traces the human experience from prehistoric times through the Renaissance. During the fall term, the focus is on the emergence of man, the advent of civilization in the river valleys of the Near East, and ancient Greece. In the winter, the early history of the Islamic world is followed by a study of medieval Europe. In the spring, the course deals with East Asia, Africa, and the Western hemisphere before 1500 and concludes with a unit on the Renaissance in Europe. While there is substantial attention to content, the course also emphasizes the development of skill, oral and written. Resources include a textbook, supplementary readings from primary and secondary sources, and visual materials. See p. 6 for a description of the Junior Humanities Program.

16-1 (2161) Ancient History

16-2 (2162)

16-3 (2163)

Following an introductory unit on the nature of history, this course focuses on the course of human development from the prehistoric through the reign of Alexander the Great. Egypt will be studied as an example of early river valley civilizations, but the main focus of the course will be on Greece in the Hellenic and Hellenistic periods.

17-2 (2172) Classical History

17-3 (2173)

This course continues the study of western civilization, concentrating attention on the Roman Republic and Empire, the advent of Christianity, and the rise of Islam.

18-3 (2183) Medieval History

The final course in this sequence will concentrate on the medieval world: its culture, institutions, and legacy. Students will be exposed to such topics as the medieval church, feudalism, the arts, the emergence of nation-states, the origins of the economic revolution, and the background to the Renaissance. While focusing primarily on Europe, considerable attention will also be given to contemporaneous developments in other parts of the world.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. Primarily for Lowers. Together these courses comprise a survey of the modern world from the 16th to the 20th century. In each term, the focus will be on developments in both western and non-western worlds.

26-1 (2261) The Early Modern World

An interregional perspective on the period 1500-1800. This course will examine the philosophical foundations as well as the economic, political, and social characteristics of the following regions: East Asia, Middle East, South Asia, Europe, and Central Africa. Throughout the course special emphasis will be placed on the inter-relationships among these regions.

27-2 (2272) The World in the Nineteenth Century

An international perspective on the period from 1800 to 1914. This course will focus on the concepts of liberalism, culturalism, nationalism, and imperialism as they characterize the inter-relationships among the following regions: East Asia, Americas, Europe, Africa, Middle East, South Asia.

28-3 (2283) The World in the Twentieth Century

An international perspective on the period 1914 to the present. This course will emphasize the surge of nationalism throughout the world; rise of totalitarian societies; search for peace; and the emergence of a global economy.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

29-0 (2290) United States History

Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30-T2*—there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially in their writing.

Completion of *History 29-0*, together with *History 31* in the senior year, satisfies the 4-term diploma requirement.

30-12 (2304) The United States (T2)

30-23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors, and exceptional Lowers. This course, along with *History 31* and an elective at the 40-level, fulfills the four-term history diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through the Civil War by reading an advanced-level text; the acquisition of skills by daily exercises in reading, note-taking, and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

31-1 (2311) The United States

31-3 (2313)

Four prepared class periods. For Uppers and Seniors. Students must take *History 31* in the term immediately following their completion of *History 29* or *History 30*. The focus is on the United States, during and after World War II. **Prerequisite:** successful completion of *History 30-T2* or *History 29-0*. For students who opt to write a lengthy research paper as part of this course, the course *cannot* be made up by passing an examination if the research paper receives a failing grade; instead, the paper will need to be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Achievement Test should check with their teacher, since extensive review is required.

**32-12 (2321) United States History for
(2322) International Students**

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-T2*. The course emphasizes language skills important to the study of American history and the subject matter focuses on the founding of the republic, constitution building and how the American government works, the westward movement, the Civil War, and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the *30/31* sequence in the winter or spring term, if the students wish to be candidates for the diploma.

**SURVEY OF MODERN EUROPEAN
HISTORY**

34-0 (2340) Modern European History

Four prepared class periods. This course is open to exceptional Lower and Juniors (*via* HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of United States history (*History 30-31*), satisfies the department's 4-term diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the Winter Term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the Spring Term, the course covers topics in 20th century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war and the rise of the superpowers. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. Students are prepared to take the College Board Achievement Test in June.

**ELECTIVES: 40-LEVEL SURVEYS IN
INTERNATIONAL SOCIAL SCIENCE AND
NON-WESTERN HISTORY**

Any of these 40-level courses counts as the fourth term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

**SS41-1 (2411) Introduction to Economics
SS41-2 (2412)**

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the economies of the U.S. and the world, and are introduced to basic theoretical tools which help them analyze important economic issues. Classes consist primarily of discussions, although there will also be some role-playing exercises, computer simulations, class assignments, debates, guest speakers, films, and student reports on their term projects. Students completing this course may take the AP examination in Economics. (Mr. Strudwick, Mr. Webb)

SS42-3 (2423) Urban Studies Institute
Seniors and qualified Uppers may elect for their entire spring course program to participate in a ten-week exploration of the American city, including field work six hours each week. Lawrence, Massachusetts, its history and its present shape, its people and their special problems and opportunities, is the focus of the study, but the context is drawn through investigation of broad historical, social, and economic issues which affect most of urban America. Lawrence has always been an immigrant city, and nearly half of Lawrence's public school students are now of Hispanic background. In addition to their academic course work, students explore a central aspect of urban life by serving as tutors in an intensive English language training program for a group of these Lawrence children; the tutoring program, which will be designed by Institute students and staff, uses dramatization and one-to-one tutoring to strengthen the children's oral and literary skills. Knowledge of Spanish is useful, but not essential.

All students take a course in Latin American History and a course in Urban History, as well as a core course introducing developmental psychology

and ethnic studies in such a way as to inform and support the fieldwork project. Students meet periodically in evening seminars with outside speakers.

Seven to nine Phillips Academy students will be selected by interview and special application. Seven to nine students from college preparatory courses in Lawrence High School will be selected in the same way. Apply to Susan M. Lloyd by December 1. Uppers who are USI participants in the spring will take *History 31* during the fall of their senior year. (Mr. Bachman, Mrs. Lloyd, Ms. Piana)

43-2 (2432) Comparative Government
43-3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, the Soviet Union, China, France, Mexico, and Nigeria. In studying these nations, students will examine the political implications of different types of economic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture, and ideology in the political process; the relationships between states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44-1 (2441) International Relations
44-3 (2443)

This course will introduce the student to international relations by investigating American and non-American perspectives of the world and the study of central concepts of the discipline such as power, influence, war, conflict, and revolution. Additionally the course will examine areas of conflict in Asia, Africa, Central America, and the Middle East, and will analyze the attempts to resolve those clashes. Primary sources, journals, periodicals, and texts will be used. (Mr. Gurry, Mr. Webb)

45-123 (2451) The Russian Experience
 (2452)
 (2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature, and culture from medieval times to the present. In the Fall Term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Rus-

sia in Revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Blok, Zamiatin, Babel, Mandelstam, Bulgakov, Solzhenitsyn, and Vladimov. (Mr. Richards)
See also Russian 13 in the Foreign Language section.

46-123 (2461) Asia: China, Japan, and India
 (2462) **or Southeast Asia**
 (2363)

Four prepared class periods. Following a three week introduction to traditional Chinese philosophies/religions (Confucianism, Daoism, Legalism) and developing political institutions, this course will, during Fall Term, concentrate on *Modern China*. In analyzing the events from 1800 to the present students will study autobiographical and literary sources as well as primary documents. These sources should provide a "Chinese" view of the impact of imperialism, the rise of Communism, the Cultural Revolution, and the 1989 Democracy Movement.

The **Winter Term** emphasizes *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified, and economically effective society. This course—through an examination of the evolution from traditional to modern Japanese society—will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events, and developments since 1800. Readings are from historical texts, contemporary Japanese sources, anthropological studies, and literature.

The **Spring Term** course offerings will alternate between *Modern India* and *Modern Southeast Asia*.

The focus of the **Spring Term 1992** will be on *Modern India*. A study of the basic beliefs of Hinduism and Islam will accompany a chronological survey of the years up to the nineteenth century. India's struggle for independence from Great Britain and her current international position constitute important

emphases. Literature and primary sources will be used to enhance the textual sources.

The focus of the **Spring Term 1993** will be *Modern Southeast Asia*. One objective of this course will be to explore the diversity of this region. Students will study the strong influences coming from both China and India as well as the powerful spread of Islam long before the year 1000. Most of the term, however, will focus on the evolution of this region since 1800 with a greater emphasis on the Indochinese peninsula: Viet Nam, Cambodia, Laos.

47-3 (2473) Africa and the World

This course focuses on contemporary issues facing the new nations of Africa, based on an historical analysis of the emergence of Africa from the colonial period. Political and economic development of these countries, the relations between developed and developing states, the emergence of majority rule in southern Africa, and the role of Africa in the United Nations is studied. Readings include analyses of the issues African nations confront in the modern world, novels about Africa, and speeches and articles by African leaders.

48-1 (2481) The Middle East

Four prepared class periods. The Middle East is the ancient site of a large portion of the world's culture, the birthplace of three world religions, and crossroads of three continents. This century oil, anti-colonialism, Cold War rivalry, the State of Israel, the pressures of modernization upon a variety of traditions, and heavy armaments in a volatile region have kept the Middle East in the headlines. This course traces the region's history from the Arab awakening to the present.

49-123 (2491) Latin American Studies

(2492)
(2493)

Four prepared class periods. This course is a survey of Latin American civilization seen through its history, literature, and culture from pre-Columbian times to the present. In the Fall Term, the focus is on the Mayan, Aztec, and Inca civilizations, the Spanish Conquest, and the development of present day institutions and cultural patterns in the Iberian Colonial period. In the Winter Term, the students learn about Latin America's independence from Spain and Portugal, the republican experiment, the role of the military, the Church, the Oligarchy, and the function of class, sex, and race in Latin American societies. In the Spring Term, the subject is political movements and revolutions of the 20th century, including the

Mexican, the Cuban, and Sandinista Revolutions. US-Latin American relations are an important component of the course in this term.

Each term can be taken independently, but students should consider taking all three terms since the course as a whole develops themes prevalent in Latin American history—in particular, the struggle against dictatorship, economic and social divisions, imperialism, and population growth. Films, and literary works of writers such as Garcia Marquez, Fuentes, Asturias, and Neruda, will be used to understand how Latin Americans view their own reality. (Ms. Piana)

ELECTIVES: 50-LEVEL SURVEYS

The following 50-level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50-level survey together with or prior to satisfying the 4th term of the diploma requirement at the 40-level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30-31*, satisfies the department's diploma requirement.

54-123 (2541) Modern European History

(2542)
(2543)

This course is identical in content to *History 34-0*. It is different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55-123 (2551) Ancient History

(2552)
(2553)

Four prepared class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The Fall Term survey of Greek History, ending with the empire of Alexander the Great, makes full use of the *Perseus Project: An Interactive Curriculum on Ancient Greek Civilization*, incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The Winter Term covers the period from the beginning of Rome until its transition from Republic to Empire, the Spring Term the Roman Empire until its transition to the Medieval Period. (Mr. Krumpe)

ELECTIVES: 60-LEVEL SEMINARS

These 60-level electives are *seminars* for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students.

Prerequisite: either (1) prior or concurrent completion of the 4-term diploma requirement; or (2) permission from the department chair.

SS61-3 (2613) Issues in Economics

Prerequisite: Successful completion of *Social Science 41*. This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of economic development. After examining the works of Adam Smith, John Stuart Mill, Karl Marx, Alfred Marshall, and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over the budget, tax reform, import restriction, supply-side economics, central economic planning, labor organization, national industrial policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination. (Mr. Strudwick)

SS62-2 (2622) American Race Relations

This seminar investigates the development of racial attitudes in the United States. We discuss contemporary campus attitudes and examine how current concerns have evolved historically, studying the origins of racism in the British colonies, antebellum slavery in the American South, antislavery movements and anti-ethnic restrictions in the North, plus the urban migration of blacks and the life of Jim Crow in the 20th century. We look closely at the movement for civil and economic rights during the 1960s and give substantial attention to recent issues—how to reconcile assimilation with separation, Birmingham with Boston, *Brown* with *Bakke*, equality of opportunity with equality of result. A final paper is expected; there is no final exam. (Mr. Rogers)

SS64-2 (2642) Men, Women, and American Culture

This seminar is designed to help students understand the experiences of men and women in American culture from the Victorian age to the present.

Using interdisciplinary materials from social and intellectual history, psychology, anthropology, and literature, this course will explore how American culture has defined its ideals of masculinity and femininity since the mid-nineteenth century. We shall study a variety of topics: Victorian sexuality; gender roles on the frontier; the “cult of true womanhood”; moral reform in the Progressive Era; manliness and the Strenuous Life; gender roles in the Roaring Twenties; the family and the Great Depression; the return of domesticity in the Fifties; and the pros and cons of the Women’s Liberation Movement. The course will include lectures, films, discussion, guest speakers, exams, and several papers. Reading will include Peter G. Filene’s *Him/Her Self: Sex Roles in Modern America*, and other books and articles. (Ms. Dalton, Mr. Rotundo)

SS65-2 (2652) Nuclear Weapons—Proliferation and Responses

This seminar follows the evolution of and reaction to The Bomb—from the discovery in 1938 of fission on Otto Hahn’s table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, the START Talks and cruise missiles and President Reagan’s “Star Wars” speech in the 1980s, and the apparent end of the Cold War in 1990. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story, in lectures, documents, and secondary accounts. Readings include Richard Rhodes, *The Making of the Atomic Bomb*; Robert F. Kennedy, *Thirteen Days*; McGeorge Bundy, *Danger and Survival*; John Newhouse, *War and Peace in the Nuclear Age*; and Graham T. Allison et al., *Hawks, Doves, and Owls*. The course entails class discussions, field trips, films, readings, a research project, and a final exam. (Mr. Quattlebaum)

66-2 (2662) The Renaissance

Three prepared class hours plus one two-hour studio. An interdisciplinary course open to seniors, exploring the history and culture of the European Renaissance. Emphasis will be on the manner in which economic and social developments converged in Italy to stimulate a synthesis of classical and then-modern cultures, a synthesis which took on fresh shape wherever in Europe it rooted itself. In addition to reading and listening assignments in history, music, and literature, students will be introduced at appropriate levels of skill to the arts that every educated Renaissance youth was expected to master: perspective drawing, the mak-

ing of music, and the writing of verse, for example. There will be periodic slide lectures tracing the history of Renaissance painting, sculpture, and architecture, and the gathering revolution in scientific thought. All students will complete a 15-page research paper on a topic of their own choosing. There will be no final exam. Minimum enrollment: 22 students (Mrs. Lloyd, Mr. Wilkin, Mr. Lorencio)

67-3 (2673) Victorian England: England in an Age of Expansion

This seminar is devoted to a study of the major transitions and developments of nineteenth century Britain. It is divided into three central components: economic and social developments; political movements; and international relations. Since Victorian literature more directly reflects the life and thought of the times than that of any other period of English history, the course includes an examination of those writers whose works were influential in either adapting or describing the minds and institutions of the English people to the changing conditions of the period. These writers include Hardy, Dickens, and Marx. A term paper is expected; there is no final examination. (Mr. Richards, Mr. Strudwick)

68-2 (2682) The Courts and Individual Liberty and Equality Under Law

This seminar focuses on the often conflicting rights of individuals and the interests of society as confronted by the courts in the years 1937-1990. Cases studied include: The role of the courts and the establishment of judicial standards in cases of speech, press, and religion; search and seizure; those accused of crimes; students; and equal protection in voting, education, employment, and housing regardless of race, class, or gender. In the past few years the seminar has given particular attention to the issues of privacy and affirmative action. The seminar uses the case method with readings from Kutler's *Supreme Court and the Constitution* and a book of excerpts from briefs of cases before the Supreme Court prepared by Gilbert and Lyons. The basic classroom procedures are Socratic dialogue and roundtable discussion. The course concludes with each student's participation as justice, lawyer, or clerk in a moot court on a case argued before but not yet decided by the US Supreme Court (in 1990, the case was *Cruzan v Missouri*—"right" to die; in 1989, *Webster v Human Reproductive Services*—[abortion]). (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering the calculus. Placement of new students in the appropriate first course is made by the department considering the record in previous schools, the results of a self-administered diagnostic test in elementary algebra which is sent to newly admitted students in the Spring, and the course program chosen by the entering student. Examinations to validate first and second year algebra skills are given early in the Fall trimester, at which time students who are incorrectly placed can be shifted to higher or lower level courses.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for *Algebra Review*, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2*.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1*, *34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills are weak, then *Mathematics 25-12* may be required before precalculus.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

The standard sequence of mathematics electives starts with *Math 36* (trigonometry) and goes through the five-term calculus sequence of *Math 53* and *Math 54*. Some students might also include *Math 48* and/or *Math 41* in their "normal" sequences; others might do the Honors sequence and others might do only the *Math 51-52* calculus sequence.

Hand Calculators

Every student taking Mathematics or Physical Science must have a suitable hand calculator. Any calculator with *sin*, *log* and inverse function keys is adequate for science and for most mathematics courses.

For the academic year 1991-92 students in all of the *Math 34*, *Math 35*, *Math 39* and *Math 40* sections will be required to have graphing calculators. The Mathematics Department uses the TI-81 graphing calculator extensively and expects to require their use by most mathematics students in the 1992-93 academic year.

Students may bring graphing calculators that are equivalent to the TI-81 and they may purchase TI-81 calculators from the Mathematics Department by cash or check. In order to reduce expenses for short term users of this technology, the Mathematics Department is prepared to buy back at an appropriate price any graphing calculator it sells to a student.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

10-0 (3100) Elementary Algebra

Five prepared class periods. A year-long course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** None.

15-12 (3154) Elementary Algebra (T2)
(a two-term commitment)

Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19-1 (3191) Algebra Review

Five prepared class periods. A course for students who enter with a full year of algebra whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21-1 (3211) Geometry**21-2 (3212)****21-3 (3213)**

Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra and good algebraic skills.

22-1 (3221) Geometry**22-2 (3222)****22-3 (3223)**

Five prepared class periods. This course continues the work of Math 21, with increased emphasis on the algebraic/numerical aspects of geometry.

Prerequisite: *Mathematics 21*.

25-12 (3254) Algebra Consolidation (T2)
(a two-term commitment)

Five prepared class periods. A course for students with one year of algebra and one year of geometry, whose algebra skills are not strong enough for placement in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra, and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the Spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-12* enter *Mathematics 32-3* in the Spring.

31-0 (3310) Geometry and Precalculus

Five prepared class periods. A yearlong course for extremely able entering students who have completed with distinction an Algebra 2 course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36*. **Prerequisite:** Credit for one year of elementary algebra and one year of intermediate algebra.

32-1 (3321) Intermediate Algebra**32-2 (3322)****32-3 (3323)**

Five prepared class periods. Topics in intermediate algebra, including sets; properties of real numbers; factoring; fractional and negative exponents;

radicals; absolute value; solutions of linear, quadratic, and radical equations and word problems. **Prerequisite:** *Mathematics 22*, or its equivalent.

34-1 (3341) Precalculus

34-2 (3342)

34-3 (3343)

Five class periods, four prepared and one unprepared. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphasis of the course is upon functions and their graphs, on the composition of functions and their applications. Each student must have a graphing calculator. **Prerequisite:** *Mathematics 32*, or its equivalent.

35-1 (3351) Precalculus

35-2 (3352)

35-3 (3353)

Five class periods, four prepared and one unprepared. A continuation of the study of functions, including polynomial, exponential, and logarithmic functions. Completion of this course satisfies the diploma requirement. Each student must have a graphing calculator. **Prerequisite:** *Mathematics 34* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirements must complete *Math 39-12 (T2)* or *Math 40-1* or a term of calculus.

39-12 (3394) Elementary Functions I and II (T2)
(a two-term commitment)

Five prepared class periods. A course for entering Seniors who need to satisfy the diploma requirement in mathematics. The course includes a review of the fundamentals of algebra, analytic geometry of lines and circles and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The Winter Term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics.

40-1 (3401) Elementary Functions II

Five prepared class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need

the two-term *Math 39-12*. The course is comparable to the Winter Term of *Math 39-12* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics or permission of the Department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

36-1 (3361) Precalculus-Trigonometry

36-2 (3362)

36-3 (3363)

Five class periods, four prepared and one unprepared. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or the calculus. **Prerequisite:** *Mathematics 35*, or its equivalent.

Math 41, 42, 47 and 48 are non-calculus electives which may be taken either before beginning a calculus course or as alternatives to the calculus. Of these four courses, *Math 48* is the natural extension of the *Math 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Math 41, 42 and 47* are courses in non-continuous, discrete mathematics, an area of growing importance which is quite different from the precalculus/calculus sequence.

41-1 (3411) Probability

41-2 (3412)

41-3 (3413)

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there is no model. **Prerequisite:** *Mathematics 35* or its equivalent.

42-3 (3423) Statistics

Four prepared class periods. Applications of various distributions, hypothesis testing, statistical inference and data organization.

Prerequisite: *Mathematics 41.*

47-3 (3473) Discrete Mathematics

Four prepared class periods. This course provides exposure to some topics from the areas of discrete mathematics and finite mathematics such as mathematical induction, sequences, series, recursion, networks, circuits, annuities, amortization of loans, and fractal geometry.

Prerequisite: *Mathematics 36* or its equivalent.

48-1 (3481) Analytic Geometry

48-2 (3482)

48-3 (3483)

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of 3-space: vectors, curves, planes, simple surfaces and their intersections.

Prerequisite: *Mathematics 36* or its equivalent.

50-23 (3505) Beginning Calculus (T2)

(a two-term commitment)

Four prepared periods. This course, for Seniors only, does not specifically prepare for the Advanced Placement Examination. The approach to calculus is concrete, informal and applied, as opposed to abstract, deductive and theoretical. Topics include applications of the derivative and integral to problems of optimization, curve sketching, rate of change, area, volume, and work. Techniques will be developed to apply derivatives and integrals to logarithmic, exponential, trigonometric and inverse functions. **Prerequisite:** *Mathematics 36* or an equivalent course in trigonometry and elementary functions.

51-1 (3511) AB Calculus (I)

Five prepared class periods. Primarily for Seniors, but open to Uppers who choose not to do the *Mathematics 53-54* calculus sequence. The first of a three term sequence that covers the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Topics covered include: review of functions and

graphing, limits and continuity, the derivative and its applications. **Prerequisite:** *Mathematics 36* or its equivalent.

52-23 (3525) AB Calculus (II) (T2)

(a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51* and finishes the AB Advanced Placement Syllabus. Topics covered include: the definite integral, techniques and applications of integration, and the Fundamental Theorem of the Calculus. **Prerequisite:** *Mathematics 51* or *Math 53-23* completed with a grade of 2 or 3.

53-23 (3535) BC Calculus (I) (T2)

(a two-term commitment)

Four prepared class periods. This is the beginning of the five-term calculus course recommended for students who are **well prepared** in their pre-calculus. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, The Chain Rule, related rates, The Mean Value Theorem, applications of integrals and The Fundamental Theorem of the Calculus. (Students who have received a grade of 2 in *Math 34, 35* or *36* may not enroll in *Math 53*. Those with a grade of 3 in pre-calculus are encouraged to strengthen their background by taking *Math 47* and/or *Math 48* before doing *Math 50* or *51*.) **Prerequisite:** *Mathematics 36* or its equivalent.

54-1 (3541) BC Calculus (II)

Five prepared class periods. This course continues the work of *Mathematics 53-23* in preparation for the BC Calculus Examination. Topics covered include further application of the integral calculus, volumes and arc length. **Prerequisite:** *Math 53-23* completed with a grade of 3 or (preferably) better, or its equivalent. (Those completing *Math 53* with a grade of 2 or 3 may enroll in *Math 52-23*.)

54-23 (3545) BC Calculus (II) (T2)

(a two-term commitment)

Five prepared class periods. A continuation of *Mathematics 54-1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations. **Prerequisite:** *Mathematics 54-1* or its equivalent.

55-0 (3550) Honors BC Calculus

Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the Fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. In order to qualify for this course returning students must take and do well on a special pre-calculus entrance examination given the previous spring term. In September, **all** students initially admitted to the course will have to pass another pre-calculus examination in order to continue in this very fast moving Honors course. **Prerequisite:** *Mathematics 36* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

63-123 (3631) Honors Mathematics Seminar (3632) (3633)

Each term's seminar will be devoted to one topic which will be developed in depth. The term's topic will be announced the previous term and might be: Numerical Methods and Approximations; Non-linear Dynamical Systems—Instability, Chaos and Fractals; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Measure Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** *Mathematics 54-1*, three terms of calculus, or departmental permission.

65-1 (3651) Linear Algebra

Four prepared class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian eliminations, vector spaces and eigenvectors. Each student is expected to have a calculator which does matrix operations. The TI-81, among others, has this capacity. **Prerequisite:** *Mathematics 54*, or *Mathematics 55* or departmental permission.

65-23 (3655) Calculus of Vector Functions (T2) (a two-term commitment)

Four prepared class periods. A continuation of *Mathematics 65-1* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem.

Prerequisite: *Mathematics 65-1*.

COMPUTER COURSES

The Mathematics Department is located in Morse Hall, which also houses two computer labs. One lab has 16 IBM Personal Computers (networked); the second contains 7 Apple IIe microcomputers. Five classrooms have MAC SE's. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement Examinations in Computer Science. Computer languages taught include LOGO and Pascal.

Students who desire an introduction to computer programming but who have little or no computer experience normally enroll in *Computer 20* or *Computer 30*. Those who feel confident about their ability to work independently as they learn to program or who expect to enroll in higher level computer courses should choose *Computer 30*. Those who desire an overview of computing as they learn to program or feel that they need more interaction with the computer during class should choose *Computer 20*.

| | | |
|-------------|--------|--------------------------|
| 20-1 | (3821) | Competence (LOGO) |
| 20-2 | (3822) | |
| 20-3 | (3823) | |

Four prepared class periods. A one-term course in *programming* in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word processing, and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

| | | |
|-------------|--------|------------------------------------|
| 30-1 | (3861) | Beginning Computer (Pascal) |
| 30-2 | (3862) | |
| 30-3 | (3863) | |

Four prepared class periods. An introduction to the Pascal language. The course focuses on problem solving techniques in structured programming. Students will be expected to write programs of moderate length using the program development system. This course qualifies a student for *Computer*

40 or Computer 50. **Prerequisite:** *Mathematics 22 (Geometry)* and some degree of abstract organizational ability.

40–1 (3901) **Topics in Computer Science**
40–3 (3903)

Four prepared class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. Artificial intelligence and LISP, object-oriented programming and Smalltalk, compiler instruction and C represent some of the possible topics and languages. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 30* or permission of the department.

50–1 (3951) **Computer Science**

Five prepared class periods. The first term of a year-long course in algorithms and data structures using primarily the Pascal language. The emphasis will be on programming methodology and some standard algorithms. The curriculum will be guided by the course description of the College Board AB Advanced Placement Examination in Computer Science. This course may require more than the standard 4 to 5 hours per week of homework. **Prerequisite:** *Computer 30* or permission of the department.

50–23 (3955) **Computer Science (T2)**
(a two-term commitment)

Five prepared class periods. Continuation of *Computer 50–1*. The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** *Computer 50–1*.

Music

All entering Juniors and Lower Middlers must satisfy their diploma requirement in Music by taking one trimester of music at the 20-level or above. Entering Upper Middlers must take a trimester course in either Music (20-level or above) or Art at the Academy. Entering Seniors should take one trimester of either Music (20-level or above), Art, or Theatre.

Most students will satisfy their Music diploma requirement by taking *Music 20*, *The Nature of Music*. Advanced music students who pass the *Music 20* Exemption Exam will be permitted to satisfy their requirement by taking an upper level course—to be determined in consultation with the department chairperson—instead of *Music 20*.

Students may take any course below the 20-level at any time and, if they desire, repeatedly during their PA careers. *Music 20*, or exemption, is a prerequisite for all upper level electives.

APPLIED MUSIC

Courses in this section may be taken any time in a student's career but they do not count toward the diploma requirement.

15–123 (6151) **Fidelio Society**
(6152)
(6153)

Pass/Fail. Three prepared periods. Open to all classes. This small group of mixed voices is selected from the *Chorus* (*Music 17*). It performs on numerous occasions throughout the year both on *Chorus* programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon good standing in the *Chorus*. This course, if failed, cannot be made up by examination.

16–123 (6161) **Band**
(6162)
(6163)

Two double periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments

available for student use. All types of music for wind ensemble are rehearsed. It includes marches as well as classical, popular, and show music. Much sight reading is done, and at least one public concert per term is given. This course, if failed, cannot be made up by examination.

17–123 (6171) **Chorus**
(6172)
(6173)

Two double periods. Open to all qualified students. The *Chorus* is the Academy's major singing group, comprised of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral experience is necessary; just a desire to work hard and enjoy a unique choral experience. This course, if failed, cannot be made up by examination.

18–123 (6182) **Chamber Orchestra**
(6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While *Chamber Orchestra* may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination.

19–123 (6191) **Private Instrument and**
(6192) **Vocal Lessons**
(6193)

Two prepared class meetings per week, plus required attendance at three on-campus concerts per term. One class meeting each week is a 30 or 45-minute instrumental lesson. The other weekly class meeting is a theory seminar which reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Music 19 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: this work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress be accomplished in minimal time, *Music 19* credit students are expected to practice one hour every day.

There is a charge of \$24 per 30-minute lesson, \$35 per 45-minute lesson. Keyboard players are assessed

a charge of \$20 per term for their use of practice pianos and organs. The Academy owns many other instruments which may be rented for \$20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. **N.B.:** A *Music 19* credit student who is classified (by the music department) as a beginner **MUST** take *Music 19* for two consecutive trimesters. *Music 19*, if failed, cannot be made up by examination.

DIPLOMA REQUIREMENT COURSE

The following course satisfies the diploma requirement in Music. Students who pass the *Music 20* Exemption Test will be permitted to satisfy their diploma requirement by taking an upper level elective instead. *Music 20*, or exemption, is a prerequisite for all upper level electives.

20–1 (6201) **The Nature of Music**
20–2 (6202)
20–3 (6203)

Five prepared class periods. This course offers a basic introduction to music history, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary which comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

INTERMEDIATE ELECTIVES IN MUSIC APPRECIATION

Each of the following upper-level courses requires *Music 20* (or exemption) as a **prerequisite**.

31–2 (6312) **Jazz**
31–3 (6313) (Formerly *Music 28*)

Four prepared class periods. Open to Upper Mid- dlers and Seniors. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contribu-

tions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, White-man, Gershwin and the rest of the greats. (Mr. E. Thomas)

36-2 (6362) Electronic Music
36-3 (6363)

Four prepared class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, stereo and 4-track tape recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrete* and other sound collages using synthesizers. Space limitations in the Electronic Music Studio requires that the course be limited to 9 students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of \$20 is charged for the use of the equipment. **N.B.:** This course does **not** focus on popular music. *Music 36*, if failed, cannot be made up by examination. (Mr. Monaco)

37-2 (6372) Advanced Electronic Music
37-3 (6373) (Formerly Music 40)

Four prepared class periods. This course continues to develop the skills and techniques introduced in *Music 36*. A \$20 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 36*. **N.B.:** *Music 37*, if failed, cannot be made up by examination. (Mr. Monaco)

38-3 (6383) Words and Music
(Formerly Music 29)

Four prepared class periods. This course examines works of art in which words and music cooperate. Literature studied includes poetry and novels such as Thomas Mann's *Doctor Faustus* and Milan Kundera's *Book of Laughter and Forgetting* which owe a large debt to music. The music studied owes a debt to literature: opera—Verdi's *Otello*—art songs, folk songs, rock music, and musical theatre. Students do some expository writing, as well as some creative writing inspired by listening to 19th and 20th century program music. If interest, talent, and time permit, students join forces to create an entirely original text and musical setting. **N.B.:** *Music 38* counts as a "course in which (Seniors) do some writing in the English language." (Dr. Warsaw)

ADVANCED ELECTIVES IN MUSIC APPRECIATION

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

41-23 (6412) Survey of Western Music
(6413) History
(Formerly Music 26)

Four prepared class periods. This two-term survey of the history of Western Art Music is a traditional music appreciation course. In the Winter Term the Medieval, Baroque, and Classical Periods are studied. In the Spring Term the Renaissance, 19th, and 20th Century Periods are studied. Homework and classwork feature listening to music in an attempt to understand the varied ways in which composers have made use of the four elements of music. Discussions focus upon how the choices composers have made constitute what we call "style." (Mr. Walter)

43-1 (6431) Introduction to Theory and Composition
(Formerly Music 33)

Four prepared class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part chorale writing, harmonic progression, and style period analysis. Students acquire some skill and experience working with computer ear training and music processing programs. During the term, students compose several original compositions including the final project of a Menuet in the classical style. **Prerequisite:** *Music 20* or exemption. (Dr. Warsaw)

44-2 (6442) Intermediate Theory and Composition
(Formerly Music 34)

Four prepared class periods. Continuing from where *Music 43* leaves off, this course examines the dominant seventh chord, leading tone sevenths, modulation, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training and dictation begins to prepare students for the AP Exam in the spring. During the term, students compose two major original works: a set

of variations in the classical style; and an original song setting of either a preexisting poem or an original text. **Prerequisite:** *Music 43* or permission of instructor. (Dr. Warsaw)

45-3 (6453) Advanced Theory and Composition
(Formerly *Music 35*)

Four prepared class periods. Completing the theory sequence, the focus for this term is on preparation for the Advanced Placement Exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of Music Theory study. Material covered includes secondary dominants, serialism and other 20th Century compositional techniques, American popular song, Blues, and Jazz. Students compose two major works: a 12-tone composition; and a Sesame Street song in one of the popular styles studied. **Prerequisite:** *Music 44* or permission of instructor. (Dr. Warsaw)

50-12 (6501) Chamber Music Seminar
(6502) (Formerly *Music 22*)

Four prepared class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. Classwork consists of sight-reading, performing, coaching, and discussing chamber works. Homework consists of individual practice and group rehearsal. Students are expected to be advanced instrumentalists, and they will generally have taken at least one 40-level course. **Prerequisite:** Permission of the department. If failed, this course cannot be made up by examination. (Dr. Warsaw)

Other Courses

HUMAN ISSUES

(9611) **Self and Community**
(9612)
(9613)

A four hour, pass/fail course for Lowers only, meeting three times per week with one double period. This course is designed to stimulate awareness and growth in personal integrity and well-being and in good human relationships as essential

parts of happiness. Special attention will be given to racism, sexism and other destructive patterns of human behavior. Using readings, film, class discussions and experiential exercises, participants will explore the meaning of self-realization, friendship and community in living the good life.

STUDY SKILLS

(9502) **Basic Study Skills**
(9503)

Four class periods. This course is designed to help students build effective study skills through understanding more about the learning process. Class discussion focuses on the problems of motivation, concentration and retention. Exercises are designed to work on improvement in each of those areas and to develop proficiency in planning study time, in developing accurate yet flexible reading comprehension, in taking notes and marking books, and in preparing for exams. This course may be taken for at most one term.

(9521) **Language Skills I**
(9522)
(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor required.

(9533) **Language Skills II**

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the Spring Term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

(9541) **English as a Second Language**
(9542)
(9543)

Four class periods. This course is for those International students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course.

Philosophy and Religious Studies

The Department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundation of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process. **Hence failed courses usually cannot be made up by examination alone.**

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class periods.

20-3 (7203) The Biblical World View: An Introduction

Four prepared class periods. Open to Juniors and Lower Middlers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the *Bible* (Old Testament), then read selected passages of Biblical narrative and reflection which introduce persons and principles central to the Biblical view of the world, its inhabitants, and its Creator.

21-1 (7211) Introduction to Ethics:

21-2 (7212) Discernment and Decision

21-3 (7213)

Four prepared class periods. Open to Juniors and Lower Middlers. Beginning with concrete moral dilemmas and drawing case studies from literature, bioethics and education, this course provides an introduction to ethical reasoning. Specific attention is paid to the thinking of one classical philosopher (Socrates) and one modern utilitarian (Peter Singer).

23-1 (7231) The New Testament Perspective

Four prepared class periods. Open to Juniors and Lower Middlers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community and the religious claims of that community concerning the Christ.

24-2 (7242) Religious Discoverers:

Four prepared class periods. Open to Juniors and Lower Middlers. The experiences of a handful of individuals have exerted an extraordinary influence on the life of the world. These individuals can be called religious discoverers, each of whom has forged a vision of how life should be lived, that persons, communities and whole cultures have found compelling for a thousand years or more. We will examine how the lives of Jesus, Moses, and Buddha have provided exemplary models for living for the religious traditions they represent. We will also examine the life of a modern woman or man who could be considered a religious discoverer.

30-1 (7301) Eastern Religions: An Introduction

30-2 (7302)

30-3 (7303)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. This course provides a brief introduction to four of the world's major religions: Islam, Hinduism, Buddhism, and Taoism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions.

32-2 (7322) Post-Biblical Jewish Thought: Responses to the Holocaust

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. An exploration of the holocaust through diaries, memoirs, works of fiction, poetry, and later reflections on the phenomenon.

Questions to be dealt with will include: what was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event?

- 33** **Varieties of Religious Experience**
(Not offered in 1991-92)
- 36-1** (7361) **Proof and Persuasion**
36-2 (7362)
36-3 (7363)
- Four prepared class periods. Open to Lower and Upper Middlers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth"? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, newspapers and on television.
- 41-1** (7411) **Views of Human Nature**
Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These include selections from the *Bible* and Plato's *Timaeus*, *Walden Two* by B. F. Skinner, *On Human Nature* by E.O. Wilson and *The Politics of Experience* by R. D. Laing.
- 43-1** (7431) **Law and Morality**
43-2 (7432)
43-3 (7433)
- Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the Instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions

of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King, Jr.

44-3 (7443) **Nonviolence in Theory and Practice**

Four prepared class periods. Open to Upper Middlers and Seniors. The militarily most destructive century in human history, our twentieth century, has also been one in which such men as Gandhi and Martin Luther King, Jr., have successfully applied nonviolence to conflict situations. What is the theory of this approach to human conflict? What are some of its psychological assumptions? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King.

45-2 (7452) **In Search of Meaning**

45-3 (7453)

Four prepared class periods. Open to all Upper Middlers and Seniors and to Lower Middlers with permission of Instructor. The reflective person is confronted with questions that hunger to be answered yet elude definitive, "objective" answers. The person's faith is often what sustains him/her and provides "subjective" answers to these fundamental questions. The issues of creation, of death, of evil, of identity, of purpose all challenge one's faith. This course (which takes its title from Victor Frankel's book) will consider these issues from a faith perspective using Scripture and literature (i.e. *Equus*, *The Shadowbox*, *Man's Search for Meaning*, *The Plague*, *Til We Have Faces*, *Murder in the Cathedral*, among others).

46 Bioethics: Medicine
(Not offered in 1991-92)

Four prepared class periods. Open to Upper Middlers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy.

47 Bioethics: The Environment
(Not offered in 1991-92)

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

50-1 (7501) Existentialism
50-2 (7502)

Four prepared class periods. Open to Upper Middlers and Seniors. The term "existentialism" covers a broad range of attitudes and values that are joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Soren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

51-2 (7512) In Search of Justice:
51-3 (7513) from Socrates to Marx

Four prepared class periods. Open to Upper Middlers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with Plato, Aristotle, Bentham, Mill, Marx and others, so that they will be better equipped to make their own contribution to the never ending search for justice.

52-3 (7523) Great Philosophers

The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of Plato, Descartes, Hume and Whitehead.

Physical Education

All Juniors and new Loweres are required to elect one trimester of P.E. 10 in addition to their regular athletic commitment.

10-1 (9201) Physical Education
10-2 (9202)
10-3 (9203)

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course integrates health and fitness concepts with self-testing and challenge activities. Classes use the running track, weight room, ropes course and other areas of the athletic complex. Students learn the drown-proofing survival technique. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Students should not enroll in this course unless they are able to swim.

Psychology

The Psychology Department offers two elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration.

- 32-1 (7021) **Introductory Psychology**
 32-2 (7022)
 32-3 (7023)

One double period and two prepared class periods; for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person, psychosocial, cognitive, moral and early childhood development, human motivation and personality, abnormal behavior and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning.

- 33-3 (7033) **Developmental Psychology**
 One double period and two prepared class periods; for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, and a term paper.

Science

The diploma requirement in science is a yearlong laboratory course and three additional terms of science. Distribution may be attained by yearlong courses or term-contained. At least one of those terms must be a course in the biological sciences if the yearlong course were chemistry or physics and, conversely, at least one of the term-contained courses must be in physics or chemistry if the yearlong course were in biology. If a Junior takes a yearlong lab science that will count toward the requirement; if a Junior takes term-contained science courses, only one term will count. Two yearlong courses will, of course, fill the requirement as long as one of the courses is in biology and the other is in either chemistry or physics. Students should consider taking achievements after yearlong courses in biology, chemistry and physics.

Although the science requirement is for one yearlong course and three terms, a strong academic program will have three years of science. The order in which biology, chemistry, and physics are taken will have to vary with a student's degree of mathematical sophistication, previous science courses, and interest. Each department offers advanced courses for students who wish to add depth to their science studies, and topic focused term-contained courses which are not advanced to allow students to explore and discover an interest in biology, chemistry or physics outside the traditional introductory syllabus.

The science division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can only be so guaranteed by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The Biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science.

A student entering Phillips Academy as a Lower, Upper, or Senior who wishes to receive Biology credit on the strength of a course taken in the 9th grade at another school may do so upon passing a validation test to be administered after the student arrives at Andover.

15-2 (8052) Introduction to Oceanography
Four prepared class periods. This is a one-term course for Juniors who have not taken *Biology 25* or *Biology 30* or their equivalent. The 70 percent of our earth's surface comprising the oceans is examined from a number of biological, physical and chemical perspectives. Accordingly, we investigate the origin of the oceans and interactions among the thousands of living organisms found in or near the sea. Films and slides complement the classroom portion of the course. Special emphasis is given to the biology of sharks and whales.

25-0 (8120) Introduction to Biology
Five prepared class periods each week, of which two will be in the laboratory. This course is intended primarily for Juniors and for Lower Middlers with little previous exposure to science. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles but also with the methods and techniques used to elucidate them. Attention is paid to the processes by which scientific evidence is gathered, interpreted, and summarized. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. The syllabus of this course is appropriate preparation for the College Board Achievement Test. (This course is not open to Seniors.)

30-0 (8130) College Biology
Three prepared class periods and one double laboratory period each week. This is a survey course for those students with previous exposure to some of the basic principles of science. It stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living

things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism (including nutrition, gas exchange, materials transport, excretion, and homeostasis), responsiveness and coordination, reproduction and development, genetics, evolution and ecology. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. The text is *Biosphere* by Wallace, King and Sanders, or a similar college-level text. Juniors who take *Biology 30* should be in *Math 19* or above and have very strong reading skills. Uppers or Seniors who want to be in a fast-moving section for older students should so indicate on their COURSE SELECTION form. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

41-1 (8211) Ecology
41-3 (8213)

Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will examine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics, and food supply. A project or short paper will be required.

42-1 (8221) Animal Behavior
42-3 (8223)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science. The course is designed to familiarize the student with the basic principles of animal social behavior. The topics which receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

45-2 (8232) Microbiology
Four prepared class periods. Open to Uppers and Seniors who have had one year of laboratory science. This lecture course will examine public health threats posed by selected microorganisms. From AIDS and herpes to strep throat and the common cold, bacteria and viruses affect our quality of life and are major obstacles to Third

World development. We will study the biology and epidemiology of these microorganisms and how to keep ourselves healthy, leading to an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide one important focus for the course.

Students who plan to take the Advanced Placement examination in Biology should see the Department Chair early in their Lower year. Because of recent changes in the approach of the AP exam, we have chosen not to offer a course specifically directed at Advanced Placement. Students who are particularly interested in Biology are encouraged to take *Biology 30* as Juniors or Lowers, followed by a year of Chemistry and a year of Physics, and then to take those advanced Biology courses which interest them. 50-level courses are open to Uppers and Seniors who have had *Biology 30* or its equivalent, whether or not they plan to take the AP exam.

51–1 (8251) Evolution and Ecology

51–3 (8253)

Prerequisite: *Biology 30* or the equivalent. Four class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, energy flow, succession, and relationships between populations. Problems of societal concern such as pollution, population growth, environmental ethics, and food supply will be discussed. A short library research paper will be required. This course may require more than the standard 4 to 5 hours of homework per week.

53–1 (8261) Molecular Biology

53–2 (8262)

Prerequisite: *Biology 30* and a year of chemistry or permission of the instructor. Four prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions which are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is

emphasized in studies of molecular genetics and the control of genetic expression. This course may require more than the standard 4 to 5 hours of homework per week.

54–2 (8272) Human Physiology

54–3 (8273)

Prerequisite: *Biology 30* or the equivalent. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. This course may require more than the standard 4 to 5 hours of homework per week.

60–2 (8282) Biology-Chemistry Laboratory

60–3 (8283)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three or four double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Chemistry

11-1 (8311) Elements and Compounds

11-3 (8313)

Five class periods per week. Open to Juniors. This is a lab centered course in which students are introduced to beginning chemistry in a variety of ways such as: the study of measurement and density, the synthesis of an alloy and of the salt alum, the use of alum (a mordant) to dye wool with student made dyes and the synthesis of paint. These lab experiences form the vehicle for learning about chemical formulae, chemical reactions, chemical arithmetic (stoichiometry), and the nature of light absorption (color).

25-0 (8420) Introduction to Chemistry

Five class periods per week. **Co-requisite:** registration in *Math 19* or above. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, acid-base theories, electrochemistry, and the chemistry of the organic compounds. Emphasis is placed on developing problem solving as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask their questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Achievement Test. Honors work adequately prepares a student for *Chemistry 52*.

30-0 (8430) College Chemistry

Five class periods. **Co-requisite:** registration in at least *Math 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem solving and understanding the experimental basis of theories. Text is *Chemistry* by Raymond Chang, or at the same level. Laboratory work is an integral part

of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

31-1 (8441) Short Introduction to Chemistry

Open to Seniors who have not had a year of chemistry. Five class periods per week. This course surveys the basic principles of chemistry, such as elements and compounds, periodic table, atomic structure, bonding, general reactions, acid-base chemistry, and simple chemical arithmetic. Laboratory work is an integral part of the course.

36-2 (8462) Chemistry of the Environment

36-3 (8463)

Four prepared class periods. Open to Seniors, Uppers, and Lower. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components.

44-2 (8522) Chemistry of Nutrition

44-3 (8523)

Prerequisite: One year of biology, chemistry, or physics. Four prepared periods per week. This course will study carbohydrates, fats, proteins, vitamins, and minerals, with respect to their chemical structure role in the human body, and occurrence in food. As well, the connection between diet and disease will be examined. What is the nature of the relationship between fat and cancer, and fat and heart disease? What is the data underlying the fiber hypothesis, the possible protective role of vitamin A, and the claims for vitamin C? Other topics such as sports nutrition, energy balance, and food additives will also be addressed. A short research paper on some topic of interest will be required.

51-3 (8543) Organic Chemistry

Prerequisite: Completion of either *Chemistry 25* or *30*. Three recitation periods, and one double laboratory period. Students interested in medical or biological fields or in additional chemistry must generally wait until the college sophomore year before studying organic chemistry, the chemistry of carbon compounds. This course is a prior introduction to this critically important and

fascinating subject.

Organic chemistry is largely non-mathematical and descriptive in nature. Students will use an introductory organic text, learn some of the laboratory techniques unique to organic chemistry, make use of three-dimensional plastic molecular models, and gain a sound background in nomenclature, functional groups, bonding, simple mechanisms (E1, E2, SN1, SN2), typical and novel reactions, introductory infra-red and mass spectra.

52–12 (8554) Advanced Placement Chemistry (T2)
(a two-term commitment)

Prerequisite: *Chemistry 25 or Chemistry 30* completed with distinction. Four recitation periods and one double laboratory period. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

55–0 (8570) Advanced Placement Chemistry
Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Math 35*, may have taken a physics course, and have not taken any previous chemistry. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth, and prepares students for the Advanced Placement Examination in Chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

60–2 (8282) Biology-Chemistry Laboratory
60–3 (8283)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the Department Chair is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experi-

ments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Physics

18–3 (8683) Introduction to Observational Astronomy

Four prepared class periods, with one period each week used for observation. This course is intended for Juniors and Lower who want to become familiar with the universe in which we live. Topics include a study of the daily motion of the earth, moon, sun and planets by examining how those motions are responsible for night and day, seasons and the things we see in the sky. The course will also examine the structure of the solar system and will explore the NASA space program through films and discussion. Much time will be spent making and analyzing naked eye and telescope observations of the night and day time sky.

20–0 (8700) Physics Honors for Juniors

Five prepared class periods. **Co-requisite:** Registration in at least *Math 19*. This is an honors course for talented Juniors with a strong interest and background in science and mathematics. Students entering this course should have completed one year of algebra with an honor grade. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

25-0 (8720) Introduction to Physics

Five class periods. **Co-requisite:** Registration in at least *Math 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism, and modern physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

30-0 (8730) College Physics

Five class periods. **Co-requisite:** registration in at least *Mathematics 34*. A non-calculus physics course, including a study of classical mechanics, wave motion, heat, kinetic molecular theory, relativity, geometrical and physical optics, and atomic and nuclear physics. Laboratory work is an integral part of the course. Text at the level of *College Physics*, by Sears, et al. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

32-1 (8751) Classical Mechanics

This course covers the same material as the first trimester of *Physics 30-0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 30*.

34-1 (8771) Cosmology

34-2 (8772)
Four prepared class periods. This course is open to Uppers and Seniors. **Prerequisite:** Prior completion of, or concurrent enrollment in, one chemistry or physics course, and registration in at least *Math 34*. Cosmology is the study of the structure and origin of the universe. Topics include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extra-terrestrial life and the possible fate of the universe. Students will be responsible for individual research on recent cosmological topics.

35-1 (8781) Physical Geology

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some attention to disasters of geological origin, e.g. earthquakes, tidal waves, and eruptions. Some of the periods will be used for laboratory work.

42-3 (8813) Electronics

Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and completion of *Math 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

44-2 (8822) Geology of the Solar System

Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Math 34*. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

52-12 (8854) Advanced Placement Physics (T2)

(a two-term commitment)

Five class periods. **Prerequisite:** An honor grade in *Physics 30* or its equivalent and enrollment in at least *Math 54* or its equivalent. This is a rigorous course in mechanics (Fall term) and electro-statics and dynamics (Winter term). Calculus will be used as required. This course prepares candidates for the C-level Advanced Placement Examination in Physics and entrance to honor level programs in physics at the university level. This course may require more than the standard 4 to 5 hours of homework per week.

55-0 (8870) Advanced Placement Physics

Five prepared class periods. Open to talented students who will be enrolled in at least *Math 54*, may have taken a chemistry course and have not taken any previous physics. If you are interested in

this course, you may sign up for it with your academic advisor in the spring or you may request it on your course registration form. The department chairperson will then review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C-level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electro-statics and dynamics. This course may require more than the standard 4 to 5 hours of homework per week.

60–3 (8893) Relativity and Quantum Mechanics

Prerequisites: Enrollment in at least *Physics 30* and *Math 54*. Four prepared class periods. Relativity and Quantum Mechanics are two theories that completely revolutionized man's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course.

65–2 (8902) Physics Seminar

Four class periods. **Prerequisite:** Completion of *Math 54* and of the fall trimester of *Physics 52* or *Physics 55*. The focus of this course is Intermediate Mechanics. Topics will vary according to the interests of the instructor and the students.

Theatre and Dance

All courses are electives, open to the various classes as noted. Courses in theatre are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work in productions. A variety of experiences is available: some courses result in performance; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

21–1 (6511) Introduction to Acting

21–2 (6512)

21–3 (6513)

Four class periods. Open to all classes. This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting, while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

22–1 (6521) Public Speaking

22–2 (6522)

22–3 (6523)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics.

26–13 (6561) Technical Theatre

(6563)

Two double periods. Open to all classes. Through practical experience in designing, building, and lighting for plays currently being produced, students learn the elements of stagecraft, including set construction, stage rigging, and the use of lighting instruments and gels. For the Fall Trimester emphasis will be on stagecraft; for the Spring, lighting.

32–2 (6622) Intermediate Acting

32–3 (6623)

Four class periods. **Prerequisite:** *Theatre 21*, or departmental permission. Building upon the principles of acting introduced in *Theatre 21*, this intermediate acting course consists of detailed scene work exploring the relationship of the actor to his audience and to his fellow actors and focusing on the creation of dramatic moments, both with and without scripts. The course considers various acting styles, in an effort to guide the actor toward a greater understanding of his responsibility on stage: to see to what degree he can remove himself from himself while creating truthful characterizations.

51–1 (6711) Acting and Directing Workshop

Two double periods. **Prerequisite:** *Theatre 21* or 32, or departmental permission. Uppers and Seniors only. The course serves two kinds of students: those who wish as actors to study plays and characters in greater depth and those who wish to study the principles and techniques of directing, the most complex of theatrical tasks. Class members work with manageable scenes from classical and contemporary periods, reading theories of acting and directing, studying various performance styles, and examining methods of scene interpretation. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

52–123 (6721) Play Production

(6722)

(6723)

Four double periods. By audition. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *The Sea Gull*, *Macbeth*, *As You Like It*, *The Hostage*, and *Hamlet*. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

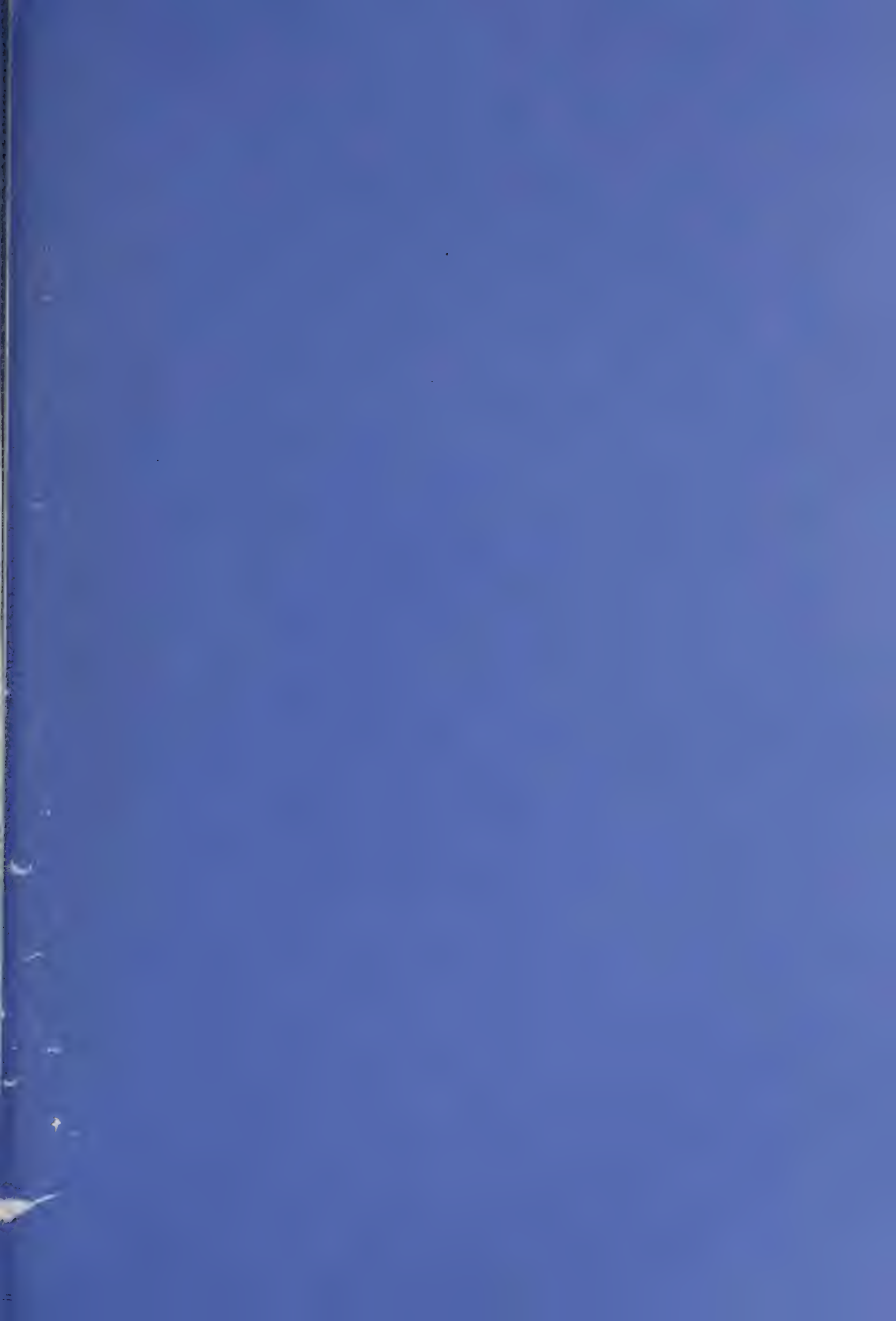
See also *Playwriting* (English 516).

25–123 (6801) Introduction to Dance

(6802)

(6803)

Four prepared class periods. Open to all classes. A formal course in movement and composition which introduces the serious student to the vocabulary and other elements of dance through active participation. The emphasis is not ultimately on public performance, but on the process and the discipline of modern dance. (Ms. Brecher)





ANDOVER

Catalog 1992-93

Phillips Academy admits students of any sex, race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.



Phillips Academy
Andover, Massachusetts 01810-4166



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Q: I am not familiar with boarding school; what will life at Andover be like?

A: In a boarding school, teaching goes on 24-hours a day. Andover's 1,200 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness, and ability to make moral decisions. With a faculty/student ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Q: Who attends Andover?

A: Approximately 1200 young men (52 percent) and women (48 percent) attend Andover during the academic school year. About one-fifth of these students are day students from Andover and nearby towns; the others come from all across the United States and from 51 foreign countries. One-quarter of our students are young men and women of color, and among the student population are members of a wide variety of religious, political and cultural affiliations. Approximately 40 percent of our students receive financial aid.

Andover students are divided into four classes: seniors, upper middlers, lower middlers, and juniors—our traditional terms for 12th, 11th, 10th, and 9th graders.

Q: What exactly is the cluster system?

A: A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a microcosm of the school at large, composed of

students from all four classes, from all backgrounds and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North, and West Quad South. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports, and weekday social functions.

Q: Who are the students' advisors?

A: The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory, who sees the student every day, and with whom the student often forms a close personal relationship. Day students, similarly, have day student counselors. All students also have an academic advisor, plus five classroom teachers and a coach or special activities advisor each term. These faculty members communicate regularly with each other and with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

Q: What kind of extra help is offered?

A: Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and, because 95 percent of the teaching faculty live on campus, in the evening as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at math study hall.

Q: What is the school's policy regarding drugs and alcohol?

A: The possession or use of alcohol or illegal drugs is forbidden at Andover. To help our students understand why these substances interfere with development, an intensive, week-long series of classes and seminars is held each fall by the school's counselors and such organizations as The Freedom from Chemical Dependency Foundation. The entire student body attends. At all times during the school year, professional counselors are available at Graham House and the Dean of Residence's Office. A Drug and Alcohol Awareness Committee also offers peer discussion and support. Discipline for infractions of the rule is explained on p. 54 and also in the students' rule book, *The Blue Book*.

Q: How does Andover cultivate its multicultural community?

A: Informally, in conversations in the dormitories and around the quads, and simply by living together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community Affairs and Multicultural Development organizes anti-racism workshops, Martin Luther King Day celebrations, and other such events, and the dean and staff of that office provide personal and academic counseling. Individual academic departments and the Headmaster's Office also sponsor dozens of lectures, films, and programs on cultural issues. Student-run organizations such as the Asian Cultural Society, the Afro-Latino-American Society, the Jewish Student Union, and several others also arrange educational programs and cultural celebrations.

Q: What are sports like at Andover?

A: Competitive athletics are available in all major sports at all levels, from varsity, sub-varsity, and beginners interscholastic teams to intramural cluster teams. Andover's teams have won numerous titles and tournaments: in 1990 Andover's teams won New England interscholastic championships and tournaments in boys' and girls' indoor track, girls' crew, softball, boys' tennis, and girls' basketball. Many of Andover's individual athletes have also been chosen for select teams in several sports and have received All-League, All-State, and All-American honors.

For Andover's students who are not interested in competitive sports, the school offers an exciting range of athletic alternatives, including dance, aerobics, yoga, kayaking, swim instruction, scuba diving, Search and Rescue, and many more.

Q: What is the average number of students in a class?

A: The average class size is 13-14; a class may be as small as 8 or as large as 17.

Q: How are day students integrated into the community?

A: Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster, eat all meals at Commons, and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Q: Does Andover have a dress code?

A: No, but we expect Andover students to be neat and clean and to dress appropriately for each occasion.

Q: Can I afford Andover?

A: Yes; a wide range of options make it possible. The Academy has more than \$4.9 million available annually for financial aid in scholarship grants and loans: approximately 40 percent of our students receive financial aid. Also, the Academy has an innovative financing program, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 73.

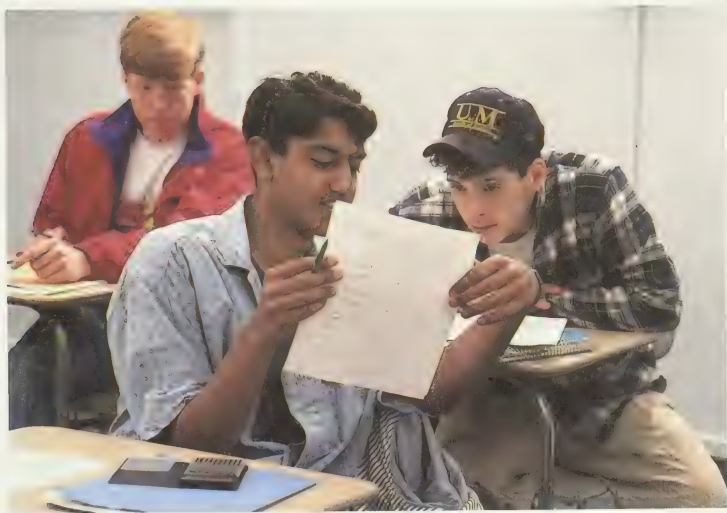
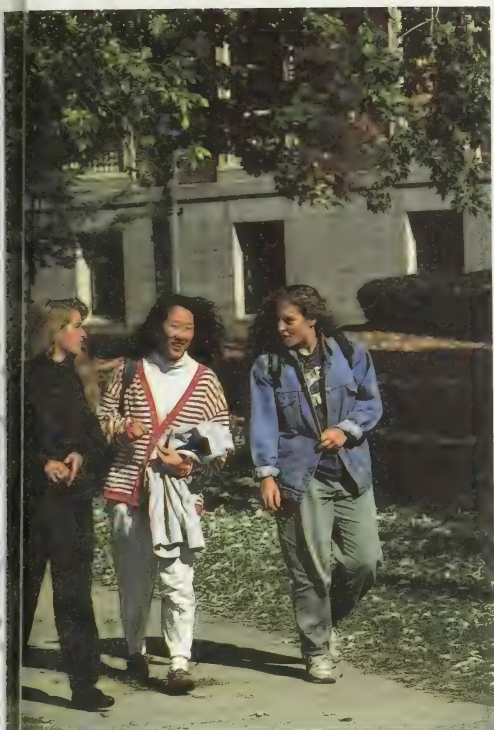
Q: How does going to Andover affect my child's chance of going to the college of her choice?

A: Many Andover graduates do go on to their first choice colleges, and Andover students are indeed highly sought and highly regarded by selective colleges. But college admission is extremely competitive, and going to Andover does not guarantee acceptance to the college of one's choice. What Andover does is offer its students a superb education, prepare them to meet the academic and social challenges they will face at college, and guide them toward colleges where they are most likely to be stimulated, happy, and productive.

If you have questions about Andover's admission or application procedures, or you wish to request another catalog, write or call:

Admission Office
Phillips Academy
180 Main Street
Andover, Massachusetts 01810-4161

Admission Office direct line: (508) 749-4050
Switchboard: (508) 749-4000, ext. 4050
Office hours: Mon.-Fri., 8:30 a.m. to 4:30 p.m.
Sat., 8:30 a.m. to 12 noon, Oct. 1- Jan. 31.





by Donald W. McNemar, Headmaster

In the introduction to his essay collection, "One Man's Meat," E. B. White wrote, "Once in everyone's life there is apt to be a period when he is fully awake instead of half asleep . . . one of those rare interludes that can never be repeated, a time of enchantment." I believe that Andover's students experience such a time during their few years on our campus. They come here during a most significant period of their lives. They come from nearly every state in the nation, 51 countries, every economic circumstance, and every sort of religious background and ancestry. They are exposed first and foremost to one another and to the great benefits of a culturally diverse society. They are required to study. They are encouraged to travel. They are expected to dream. All of this happens on a campus of more than 500 acres, under historic elms, on playing fields and lawns where American soldiers trained for the Revolutionary War, and in buildings named for famous men and women who spent their own rare interlude here.

That our students are, as White wrote, fully awake instead of half asleep—which for an adolescent can be a far more comfortable state, especially at, say, 8 o'clock on a cold winter morning—is a testament to the strength of Andover's faculty. They are as accomplished in their fields as they are devoted to their charges. An English teacher may be a professional photographer, a house counselor may use his evenings to finish his second off-Broadway play, and a field hockey coach may also be a highly regarded research biologist. These talented adults teach Andover's students, play sports with them, perform with them, travel with them, and talk with them, frequently and at length, about school, careers, and the business of growing up.

It is not always a simple business. When I see an Andover sprinter who has just lost a race, which she began not only with expansive hopes but also with her parents watching, I smile and she smiles back. We both know it would be far easier and more truthful to shake our heads and grumble. She will go back to her dorm with problems: the "I blew it" problem, the "I blew it in front of my parents" problem, perhaps the "Will I ever be any good at this?" problem. Yet she will not have the luxury of feeling badly for long. Andover is a residential community, where learning takes place 24-hours a day. Our sprinter will have a friend in the dormitory to talk things over with, and a



In 1782 Paul Revere was commissioned to make the Phillips Academy seal. Revere engraved the educational faith of Andover's founders—"The end depends upon the beginning"—around the symbols of the rising sun and the hive of industrious bees. The founders' religious and patriotic commitment to the common good is symbolized by the second motto, "Non Sibi"—"not for one's self."

house counselor who may have been an All-American athlete herself, or may not have been an athlete at all, and who will offer a fresh perspective. It is in these private conversations that so much learning takes place—about the value of effort and of humility, about the value of forcing a sociable smile when you feel like kicking the dirt. It is in these private conversations that Andover often reaches its goal of teaching students goodness as well as knowledge.

I do find myself smiling often here, and not only to cheer up an unhappy athlete. I have felt—we all have felt—those moments of elation when suddenly our breath catches, the hairs rise on our arms, and we are surprised by unexpected emotion. As a child, I always seemed to have this feeling in the presence of a brass band. As Andover's headmaster, I find it overtakes me more frequently. I remember one winter, for example, when students and faculty from our Music Department performed Handel's opera *Esther* on a stage constructed in the chapel. A senior soprano, Amy Zimmerman, stepped forward to sing an aria. She was dressed in an Israelite's white tunic; under the spotlights her eyes glittered. I expected that her voice might quaver, a concession to the grandeur of the chapel setting, and her youth, and perhaps stage fright, but her first note was pure and grew stronger the longer she held it. I had to smile. We were treated to such chills all evening. I know that Andover's students accomplish great things here under the tutelage of a gifted faculty, yet the level of those accomplishments still sometimes takes me by surprise.

One of the students in the chorus whom I had a chance to congratulate after the opera was Willie Tate, a senior baritone from Jackson, Mississippi. A few weeks earlier I had seen his excellent performance in a varsity football game. When Willie came to Andover as a tenth grader he could already sing quite well, but he learned his football here. And in this way, Willie is like many of Andover's students. They bring to this campus academic strength and artistic, creative, and athletic talent. But they also bring a desire to try something completely new—singing opera, writing sonnets, playing football, speaking Greek. With our faculty to guide them, they grow as much from attempting their new skill as from mastering it.

I have heard people say that only great kids get into Andover, but I disagree. Good kids get into Andover, kids who are able and industrious, who are willing to strive for academic excellence and moral decisiveness, who are inspired by one another in this multicultural community. I think because of their experience here—because of these enchanted years—they have the opportunity to be great kids when they leave.

Headmaster Donald W. McNemar





This revised version of the Statement of Purpose, voted by the faculty in the spring of 1988, reaffirms the Academy's goals set forth in the Constitution of 1778.

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.





Jean St. Pierre, Instructor in English and Theater on the Abbot Academy Foundation

by Jean St. Pierre

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning. In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterwards join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed, establishing a "public free school or Academy" that would be committed to educating "Youth from every quarter" and would be the nation's oldest incorporated boarding school. Both Samuel and Phebe Phillips died before her dream of a girl's school could be realized, but not before that dream could be handed on to willing hearts. In 1828, Samuel Farrar, a close friend of Mme. Phillips and treasurer/trustee of Phillips Academy, together with other Phillips Academy trustees, met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1828, as Abbot Female Academy, one of the first schools in New England to be founded for young women alone.

Each of these schools in the years that followed remained faithful to the commitment made in each of their Constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students grow both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' "bargain" was realized anew. In June of that year, Phillips Academy and Abbot Academy, two of New England's and the nation's oldest schools, merged and created a distinctive coeducational institution that combined the best of both traditions.

Committed still to the education of mind and heart, Andover today includes more than 1,200 students, almost equal numbers of young men and young women, from across the globe. The dream thrives of educating "Youth from every quarter." "*Finis origine pendet*" the Academy seal affirms. The end does indeed depend upon the beginning.



Sol LeWitt (1928–) Wall Drawing number 123, executed by PA students from the artist's instructions on March 27, 1991, charcoal on white gesso (gift of Sol LeWitt for the Addison Art Drive).



Graceful Bulfinch Hall (1819) has been in Academy use for more than 150 years as a recitation hall, gymnasium, and dining hall, and now houses Andover's English classes. Dr. Oliver Wendell Holmes, class of 1825, immortalized "the classic hall" in his poem, "The Schoolboy," written over 100 years ago for the Academy's Centennial Celebration. In 1984, Bulfinch received a full interior restoration, to reflect its original early 19th century design.

The Place

Phillips Academy, known as "Andover," is located on a hilltop in the town of Andover, Massachusetts, which is twenty-one miles north of Boston and Cambridge, and less than an hour's ride from some of the loveliest beaches and mountains in New England. The school's campus has 500 acres of land and more than 160 buildings, including a 65-acre bird sanctuary, a library with more than 100,000 volumes, and two extraordinary museums, the Addison Gallery of American Art and the Robert S. Peabody Archaeology Museum. The school has an endowment of approximately \$190 million (as of 4/91) for support of academic programs, faculty compensation, student scholarships and tuition, and maintenance of the campus. Among the school's resources are 624 dormitory rooms, 72 classrooms, an astronomy observatory, a licensed FM radio station, 5 extensive science laboratories, 20 art and music studios and a new theatre, 3 gymnasiums, 2 swimming pools, 18 playing fields, 25 tennis courts, 2 dance studios, an all-weather track, and a covered hockey rink.



Addison Gallery of American Art owns
 100 works by Winslow Homer
 (10), including this masterpiece, *Eight*
O'Clock, oil on canvas, 25 1/4 x 30 1/8 in.,
 by anonymous donor.

Addison Gallery Of American Art

In 1930, when Thomas Cochran gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an art resource for the school, the Addison enriches the life of Phillips Academy and the community in countless ways every day.

The museum's holdings are recognized as a distinguished specialized collection and include works by, among others, Washington Allston, John S. Copley and Benjamin West representing the Colonial period; Thomas Eakins, Winslow Homer, and James A. McNeill Whistler representing the nineteenth century; and George Bellows, Edward Hopper, George B. Luks, and John Sloan representing the early part of the present century. In addition, contemporary artists are represented by works of Alexander Calder, Hans Hofman, Georgia O'Keefe, Jackson Pollack, Frank Stella (PA '54), Andrew Wyeth, and many others.

The Addison makes available to Andover's students and to the public this extraordinary collection. Last winter, for example, in one month, American history classes studied the Addison's exhibition "The American City" with its masterworks such as Sloan's *Sunday*, *Women Drying Their Hair*, Childe Hassam's *Fifth Avenue and 53rd Street*, and Hopper's *Manhattan Bridge Loop*. Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava, and Hollis Frampton (PA '53), among others. Children from elementary schools in Lawrence were brought to the museum to see, many of them for the first time, exhibitions of art and photography, and to meet the exhibiting artists. Andover's art students watched the interactive videodisc of Eadweard Muybridge's motion study photography (one result of the museum's innovative electronic publishing effort). And hundreds of visitors were delighted to view the exhibition of more than ninety works by Winslow Homer. The Addison's activities are numerous and continuous as the museum serves the school, the community, and the arts.

The Oliver Wendell Holmes Library

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous doctor, poet, and wit who was a member of the class of 1825. The building, which consists of the original 1930 structure and an addition of 30,000



square feet completed in 1988, contains the academy's main collection of over 100,000 volumes. The library subscribes to 260 current American and foreign language serials, receives several daily papers from throughout the country, and contains an extensive retrospective periodical collection in microform. The stacks are open. The Oliver Wendell Holmes Library, like all libraries everywhere, is in the midst of a technological revolution that will provide more information from more places to more people more rapidly than ever before.

The library is a service-oriented teaching library. Because of the strong academic tradition of Andover, the library assumes the responsibility of instilling in its students a finely-tuned ability to retrieve information rapidly and simply in all formats. Additionally, the faculty at Andover are active in many fields of research, and the library supports their work.

The library is the home of more than 200 years of Phillips Academy archives and several rare and special collections. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes, some Audubon elephant folios, and one of the world's leading collections of Vergiliana.

The building is open more than 85 hours each week, and contains seminar rooms, faculty research carrels, a faculty reading room, and a number of classrooms.

"What you learn here is far more than English, Math, or Biology. Andover teaches responsibility and it gives you principles. What you get out of Phillips Academy stays with you the rest of your life."

—Tushaar Agrawal '93

Phillips Academy Academic Computing Center

The Academic Computing Center, located in the lower level of the Oliver Wendell Holmes Library, contains two computer classrooms and a computer laboratory filled with more than 70 computers and printers (including Apple IIe, Macintosh, and IBM compatible computers, and various impact and laser quality printers). The Computer Center is an evolving hub of electronic technology, and the Academic Computing staff constantly seek to acquire new equipment; recent additions include a scanner, CD ROM player, videodisc player, Midi keyboard, and video learning station. Faculty frequently use the center's computer classrooms for lessons and demonstrations in nearly all academic subjects; in addition, the center is open to students for their individual work during all library hours. The center's staff regularly schedules free training sessions on all computers for faculty and students, and the center also offers to students an optional discount computer purchase plan. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc. as a Macintosh Reference Site and as a Solutions '91 School.



The Cochran Sanctuary

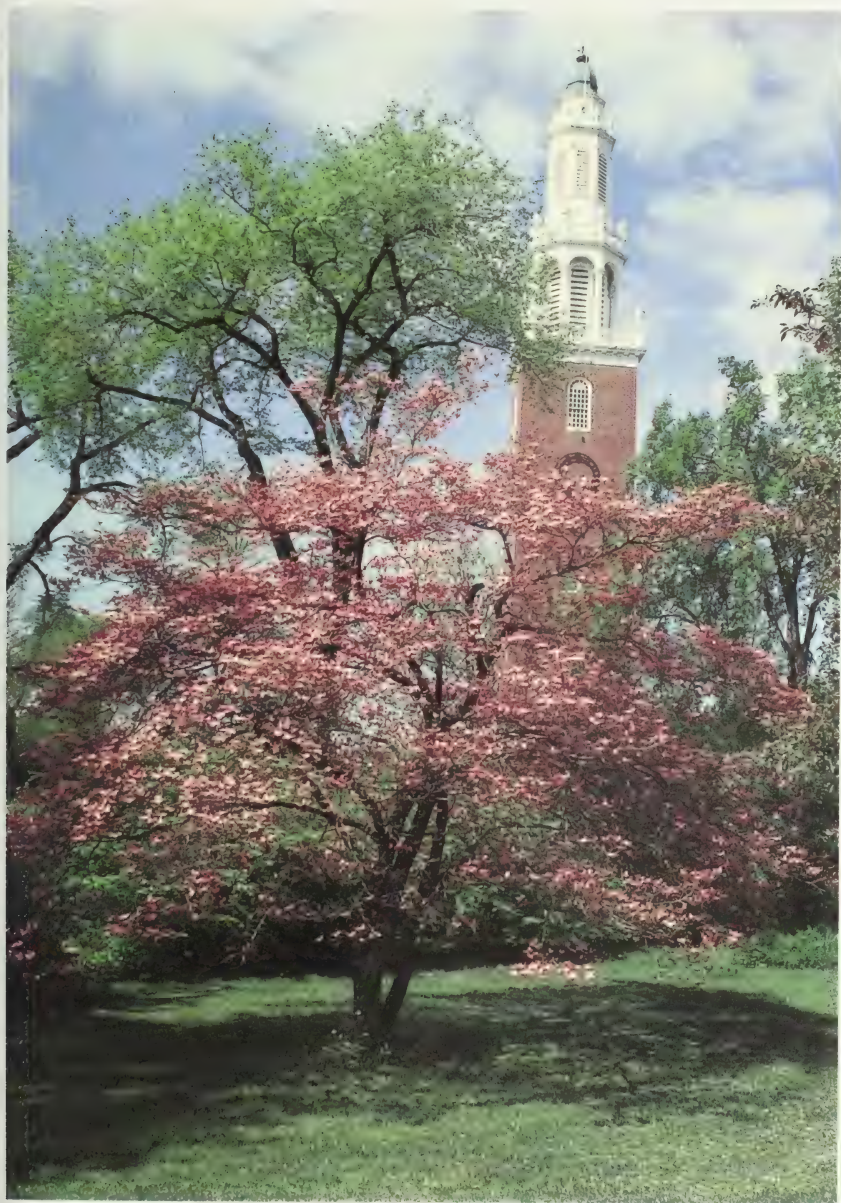
The Moncrieff Cochran Sanctuary is a sixty-five acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron, and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the Sanctuary, as does the Academy's Search and Rescue program.

The Robert S. Peabody Museum of Archaeology

Established in 1901, the Robert S. Peabody Museum of Archaeology houses one of this country's outstanding collections of Native American artifacts. The museum serves as an educational and research center for the Phillips Academy community, the general public, and visiting scholars. Permanent exhibits review the 12,000 years of human history in the Northeast, and rotating exhibits highlight particular topics or issues. Museum programs offer students the opportunity to meet and work with archaeologists and Native Americans as well as museum professionals. The museum also hosts a wide range of classes, meetings, and seminars for both the Phillips Academy and the broader Andover communities.



An example of black-on-white pottery. Excavated from the Pecos pueblo, Pecos, New Mexico, by the R. S. Peabody Museum, 1920.



10.9% Cu mass of 62.930 amu
0.91% of Cu mass of 64.928 amu





Susan McCaslin
Dean of Studies, Instructor in
Philosophy and Religious Studies

by Susan McCaslin

The Curriculum

Fulfillment of the school's diploma requirements and academic guidelines provides a rigorous program of study that is both broad and well-balanced among the arts, humanities, and sciences. Andover's extensive elective courses beyond the diploma requirement level enable a student to choose areas of interest and to pursue them in depth—whether it is researching recombinant DNA, reading Gabriel Garcia Marquez or Aristophanes in the original, writing a play, studying fractals, or taking a seminar in Existentialism or Images of Women or American Race Relations. Andover's relatively large size enables it to offer students breadth and depth. In every department, courses are offered beyond the college entrance level.

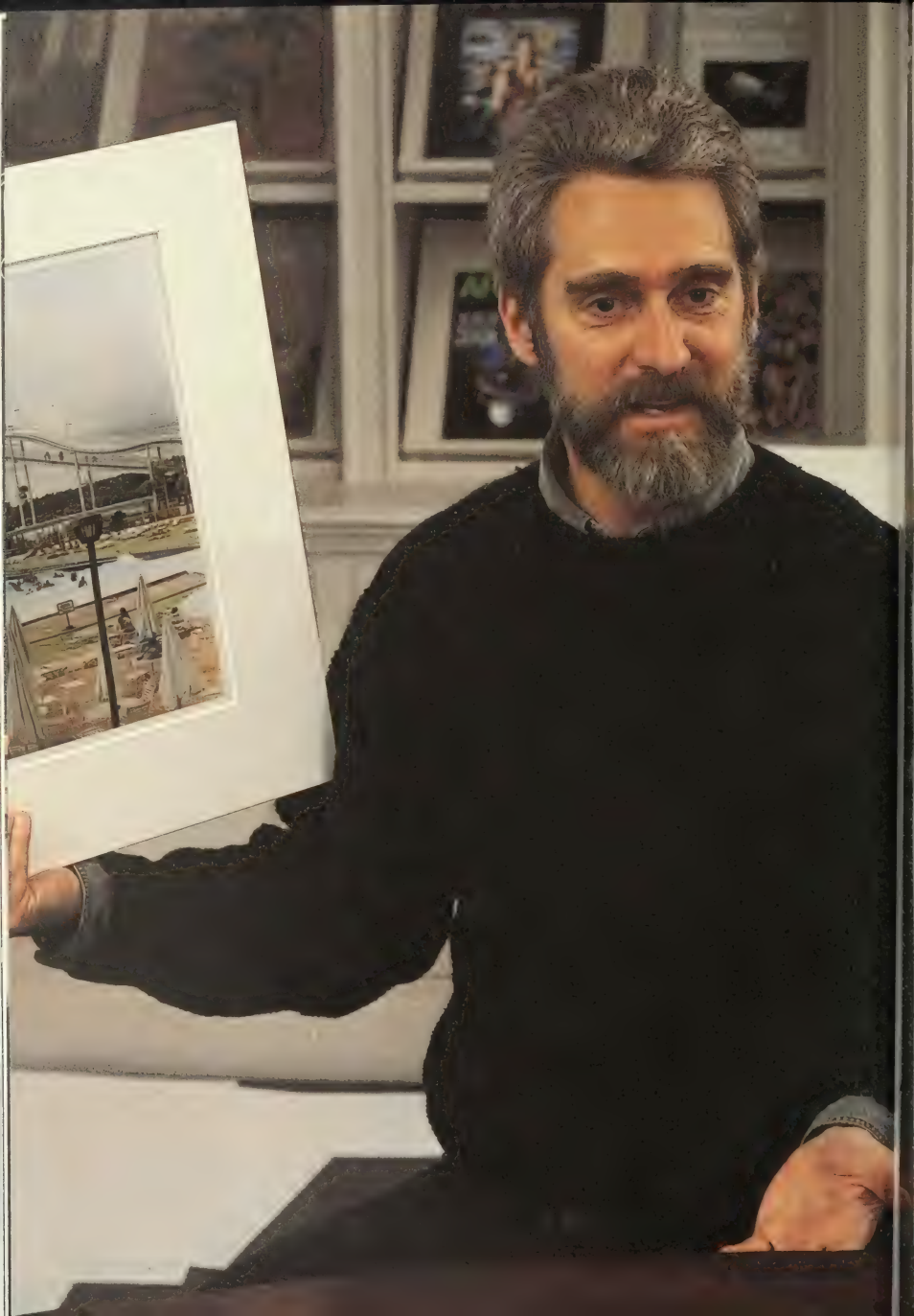
Another benefit of Andover's size is the Academy's ability to offer a variety of entry level courses in *all* departments in order to respond more sensitively to a student's incoming level of preparation. One may begin, for example, at every level of math every term. Most languages offer regular and accelerated sequences, as do all year-long laboratory courses in biology, chemistry, and physics. In areas such as math, science, and languages, where knowledge is cumulative, this flexibility permits students to move at a pace that makes the best educational sense for them and so to gain a firm foundation for future achievement in these areas.

The focus of the curriculum in the lower two years is to provide broad exposure to a variety of disciplines, with an emphasis on building skills in each area. As students progress into the upper two years, they are presented with increasing elective choice so that they may fashion a largely individualized program in the senior year.

The Andover curriculum encompasses 189 courses in eighteen academic departments. An academic advisor guides a student throughout his or her career to develop a program of study that meets his or her needs, interests, and abilities while ensuring a sound foundation in the liberal arts.

Requirements

Requirements for a diploma vary according to the level at which a student enters the curriculum, and are described fully in the *Andover Course of Study* booklet. In general, students receive extensive instruction in English, math, foreign language, history, and science, as well as exposure to the arts, religion and philosophy, and physical education.



Course Listing

Visual Studies (diploma
requirement foundation course)
Visual Studies for Juniors
Introductory and Advanced
Ceramics
Introductory and Continuing
Photography
Advanced Photography: Photo
Journalism
Drawing and Two-Dimensional
Design
Three-Dimensional Design
Sculpture
Artists' Books
Contemporary Communications
Video and Computer Animation
Graphics
Computer Graphics
Painting
Printmaking
Architecture
Filmmaking
Advanced Placement in History
of Art
-As Mythology
-As Illusion
-As Reality
Advanced Placement in Studio
Art

ART

Art Department courses help our students explore the relationship between seeing and thinking, and challenge them to involve themselves in the creative process. The diploma requirement Visual Studies course is the cornerstone of the Visual Arts curriculum and is a prerequisite for all elective art courses. Students learn that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm, and color are topics for discussion and the focus of some basic assignments in drawing, photography, and collage. Recently, computer graphics and video projects have also been included to emphasize the significance and complexity of sequential and motion media imagery.

Fundamentally, the study of visual art at Andover is about risk-taking, wandering through the creative process open to change, allowing spatial reckoning to override linear thinking, and finding image solutions rather than the "right" answers.

The basic introduction to visual literacy will help to de-mystify the experience of looking at images, and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries.

Beyond Visual Studies, a wide range of elective courses offer opportunities for in depth exploration of various visual media. Students who wish to pursue several terms of art can choose from several courses taught by a faculty of ten practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to a remarkable collection of American art at the Addison Gallery of American Art, enhance the studio experience.

Work spaces in the Arts and Communications Center offer a fully-equipped wood and metal shop, two complete photography labs, printmaking facilities, two video editing rooms, and a computer graphics studio. The painting and ceramics studios are in nearby buildings.



Course Listing

Classical Civilization: Greece
 Classical Civilization: Rome
 Etymology
 Greek Literature
 Classical Mythology
 Structure of Classical Languages
*Courses in Latin and Greek are listed
 under Foreign Languages.*

CLASSICAL STUDIES

Four full-time members of the Classics Department offer several elective courses in Classical Studies designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology.

Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an Honors sequence and complete five years of study in four years.

Course Listing

Required Courses

- The Myth and The Journey
(three terms for all juniors)
- English Competence
(three terms for all lowers)
- The Seasons of Literature
(two terms for uppers)
- Shakespeare
(one term for uppers)
- Competence/Literature
(for all new uppers)
- English 350
(optional for one-year seniors)
- English 351 (for students needing
extra work in English)

Elective Courses

- Non-fiction Writing
- Introduction to Writing
- Creative Writing
- Literature of Two Faces
- Topics in English Literature
- American Writers
- Writers in Depth
- Theme Studies
- James Joyce
- Man and God
- 20th Century Drama
- Shakespeare on the Page and
Stage
- The Short Novel
- Satire and Comedy
- Novel and Drama Seminar
- Literature of the Quest
- Playwriting
- Spenser and Milton
- Images of Women
- Chaucer and His Age
- Studies in Literature
- The Literature of Childhood and
Innocence
- The Viet Nam Legacy in Literature
and Film
- Non-Fiction Writing

ENGLISH

The English Department's writing and literature programs are inextricably connected. Developed from the twin notions that younger students have a special affinity for myth and a vivid consciousness of themselves as emerging adolescents, the junior program encourages an understanding of myth through the study of *The Odyssey*, *The Tempest*, and other Journey and Quest myths, and encourages a perspective on the developing self through such works as *Great Expectations* and *Black Boy*. The students keep journals and write short papers. The program aims to induce a love of literature and personal writing.

Lowers at first write essays which concentrate on analysis, argumentation, persuasion, and comparison, and also write an extended research paper. Along the way, they expand their vocabularies and acquire a rhetorical and literary lexicon. In the spring term, as they get ready for the upper year, the students apply their maturing writing skills and growing vocabularies to the study of short stories, essays, and poetry.

For uppers, the program returns initially to a mythic foundation with such works as *Oedipus Rex*, symbolic stories from *The Old Testament*, and *Doctor Faustus*. The course then pursues literary examples of tragedy, romance, irony, and comedy through three large historical periods and many cultures. Students typically discuss these works in class, and then write regular papers of formal literary analysis, but teachers also encourage such complementary alternatives as journals, narratives, role-playing, and satire. The course provides uppers an incipient grasp of literary mode, and of the historical, mythic, psychological, and cultural contexts of literature.

The department offers about two dozen term-contained elective courses for seniors: writing courses in fiction, non-fiction, and poetry, and such literature courses as Chaucer, Shakespeare, Spenser and Milton, The Literature of the Quest, The Viet Nam War in Literature and Film, Images of Women, and The Literature of Childhood and Innocence. These courses all engage students in literature on a sophisticated level, and all require regular writing of one kind or another. The English Department's three dozen faculty members include award-winning poets and playwrights, and several novelists, journalists, and critics, all of whom are committed to nurturing their students' writing.

Course Listing

An intensive introductory course in *Italian* is offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration at those levels. Students are then eligible for the following courses:

Chinese

Literature, Philosophy and
Language Review
Literature, History and Current
Events

French

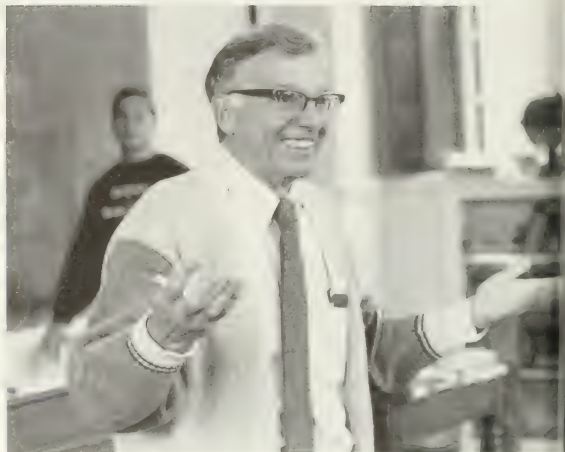
Language and Review and
Contemporary French Life
Selected Readings
Village Français
French Civilization
Conversation and Phonetics
Written Expression
Literature and Film: French Theatre
French Literature
French History
French Civilization Outside of
Europe
Québec et les Québécois
Stylistics
Advanced Placement Language
Advanced Placement Literature
Advanced Placement Language
Contemporary Literature

Geography

Literature, Composition and
Conversation
Advanced Placement Language
and Literature
Special Topics

Greek

Xenophon, Plato, New Testament
Homer and Euripides
Sophocles, lyric poetry, Thucydides



FOREIGN LANGUAGES

A faculty of thirty teachers in the Foreign Languages division offers Andover students many choices for completing the diploma requirement of three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Russian, and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this basic requirement as a foundation, many students choose to move well beyond in more specialized areas. Accelerated classes are available which complete, for example, the work of four years in three.

In upper-level courses, students can prepare for Advanced Placement Examinations in language and literature and can qualify for advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-advanced placement course.

At all levels of study, students supplement their course work

Italian

Intensive Introductory course for seniors

Latin

Petronius, Catullus, Vergil
Comedy, Biography, Religion and Philosophy
Advanced Epic, Lyric and prose

Russian

Literature, Composition and Conversation
Advanced Literature, Composition and Conversation
Russian Press
Literature
Special Topics
Russian History and Literature

Spanish

Aspectos de la Cultura y Civilización del Mundo Hispánico
Literature and Culture, with Grammar Review
Literature for Advanced Placement
Advanced Studies in Literature
Special Topics: Literature, Sociology, Culture
Latin American Studies

Phillips Academy was honored when the great academician, Nobel Laureate and peace activist Andrei Sakharov visited campus and spoke to an assembled group of students and faculty. He is shown here at a reception in his honor, with his grandson Matvei Yankelevich, P.A. '91, to his left.

with videotapes, audio tapes, and computers, and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups, and trips to special events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

The Language Laboratory

A microcomputer-controlled cassette system Language Laboratory supplements the classroom experience. It may be used for group oral work during class time and for individual homework and drills during evening hours.

For Andover's School Year Abroad program, and other international off-campus opportunities, see page 63.





Course List

Ancient History
 Classical History
 Medieval History
 Early Modern World
 The World in the Nineteenth
 Century
 The World in the Twentieth
 Century
 United States History
 United States History for
 International Students
 Modern European History
 Introduction to Economics
 Urban Studies Institute
 Comparative Government
 International Relations
 The Russian Experience
 Asia: China, Japan, and India or
 Southeast Asia
 Africa and the World
 The Middle East
 Latin American Studies
 Victorian England: England in an
 Age of Expansion
 Issues in Economics
 American Race Relations
 Men, Women, and American
 Culture
 Nuclear Weapons: Proliferation
 and Responses
 The Courts and Constitutional
 Development, 1937–1990

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, complete the department's diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong Advanced Placement survey of Modern European history is also available to seniors, uppers, and exceptional lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Men and Women and American Culture, Social History of Families in America, Courts and Constitutional Development, and Nuclear Weapons.

In the required United States History course and in several of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified uppers and seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence, Massachusetts. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than a dozen members, among them historians, social workers, and social scientists.

Course List

Courses leading to satisfaction of the diploma requirement

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions

Elective Courses

Analytic Geometry
Calculus
Computer Programming:
beginning, intermediate and
advanced
Linear Algebra and Vector
Calculus
Probability
Statistics
Discrete Mathematics
Honors Mathematics Seminar
Independent Projects

MATHEMATICS

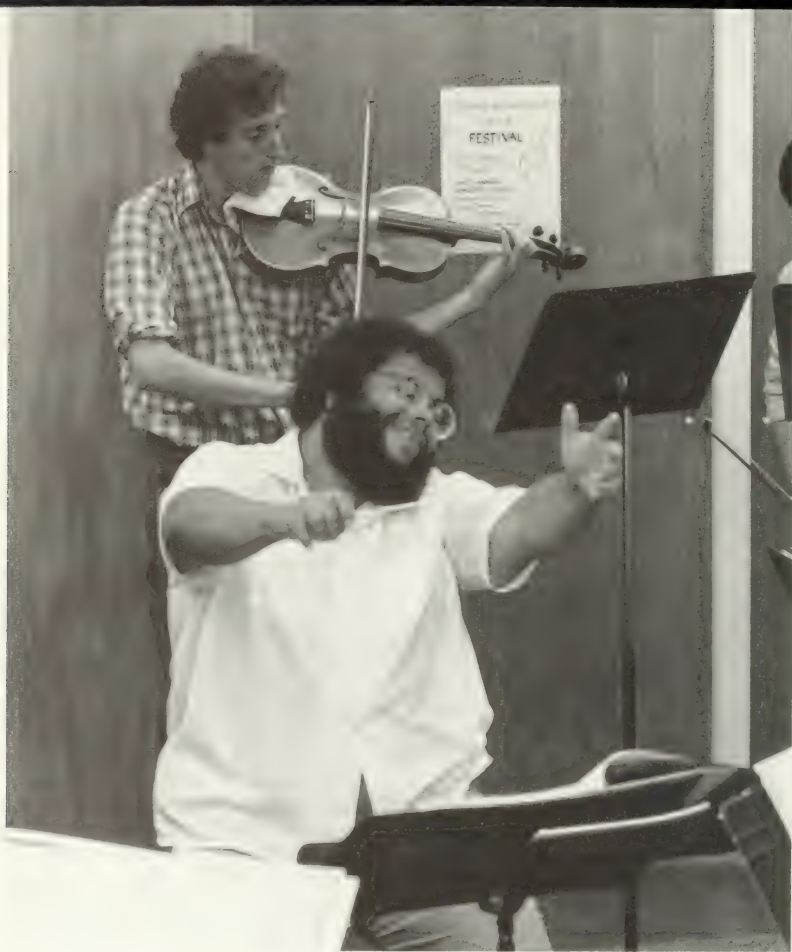
The twenty-six members of the Mathematics Department teach a curriculum built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Students whose previous course was elementary algebra will take Geometry unless a placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy the diploma requirements by taking intermediate algebra and the first two precalculus trimesters unless the placement test shows a need for Algebra Consolidation first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses; more than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis.

The Mathematics Department is located in Morse Hall, which is equipped with 12 IBM computers, 14 Macintosh computers, 8 Apple IIe computers, and, in each room, graphing calculators and overhead projection systems. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.

The community of students who like math at Andover is sizeable. Some do advanced mathematics at very early ages; many join the student math club and math team, which has ranked number one in New England several times in math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.



MUSIC

The Music Department faculty consists of nine residential teacher-performers, twenty-one adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Andover offers courses in all areas of music study and for all levels of student. The Nature of Music (Music 20) begins the

Course Listing

Applied
Beginning Instruments
Recorder Ensemble
Brass Ensemble
Woodwind Ensemble
String Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrumental and Vocal
 Lessons
The Nature of Music
Survey of Western Music
Developing Musical Skills
Opera Seminar
History and Appreciation
Independent Study in the History
 and Literature of Music
Jazz
Popular Music in America
Theory
Words and Music
Orchestration and Conducting
Theory of Music I
Theory of Music II
Theory of Music III
Electronic Music
Advanced Techniques in
 Electronic Music

diploma requirement for students without extensive previous experience in music. Students who have studied music (particularly an instrument) intensively will frequently pass an exemption exam which allows them to initiate their music diploma requirement by taking an upper level elective instead of Music 20. Upper level offerings include two levels of Electronic Music, three levels of Theory and Composition, including two terms devoted to preparing for the AP exam, Survey of Western Music History, Jazz History, Seminar in Chamber Music Analysis and Performance, and a course devoted to words and music.

Students of all levels can participate and perform in many musical groups. There are four orchestras: the Academy Symphony Orchestra (80 members); the Chamber Orchestra (25); the Corelli society (20); and Excelsior (15). The choral program is comprised of the Chorus (80), the Cantata Choir (45), Fidelio (a 15-member madrigal group), the Chapel Quartet, the Handbell Choir, the Gospel Choir, and several small, less formal singing groups (All That Jazz, Eight-'n-One, Front Row, Six Pack . . .). Wind players have multiple opportunities as well: the Concert Band (80); the Jazz Band (25); and smaller wind and brass ensembles.

The Academy sponsors more than eighty concerts on the campus each year. Most of these concerts take place in the Timken Recital Room in the music building, Graves Hall. Graves Hall, beautifully renovated, consists of three large classrooms, two large rehearsal/concert rooms, a music library (recordings and scores), an electronic music studio, and nineteen practice rooms. Many of the concerts involving large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music. The Chapel also houses three new organs for the use of beginning and advanced organ students. One organ is located in Kemper Chapel; the second is portable; and the third, located in the main chapel, is a 30-stop, double manual, tracker action instrument.



Course Listing

Courses are term contained, involve four prepared class periods, and are offered at various levels on the following topics:

The Biblical World View
 The New Testament Perspective
 Religious Discoverers
 Varieties of Religious Experience
 Introduction to Non-Western Religions
 Introduction to Ethics
 Proof and Persuasion
 Responses to the Holocaust
 Views of Human Nature
 Law and Morality
 Bioethics
 Nonviolence in Theory and Practice
 In Search of Meaning
 Existentialism
 In Search of Justice
 Great Philosophers

PHILOSOPHY AND RELIGIOUS STUDIES

The Philosophy and Religion Department and its faculty of six seeks to initiate students into three distinctive and interrelated human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field, and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions, and social groups. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty; no topic, subject, or pattern is excluded *a priori*.

Course Listing

Introductory Psychology
Developmental Psychology

PSYCHOLOGY

The Psychology Department faculty consists of three doctoral level, licensed psychologists who both teach and provide psychological counseling services. Two elective courses are offered which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the relationship between psychological knowledge and personal growth.

The Introductory Psychology course is designed to introduce the student to the complexity and diversity of psychological inquiry. Topics covered include: psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; abnormal behavior; and research techniques in psychology.

The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones.

"The academics are very competitive because everyone wants to be the best, but if you don't do as well as you want to, you have a lot of support, not only from the faculty but from other students, all of whom are more than willing to help."

--Alison L. Wheeler '93





SCIENCE DIVISION

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers, and experimenters in the laboratory, in the classroom, and as independent learners. The requirement of two yearlong courses (which include laboratory work), and the guideline of an additional three terms or a year, provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences. The particular sequence of science courses for any particular student depends on interest and math level.

Biology

In addition to two yearlong courses in introductory biology, the department offers four courses on the advanced level, three intermediate courses, and an elementary course which is particularly well suited to serve younger students. The introductory courses give students a general background and an

Course Listing

Biology

Oceanography
Introductory Biology
College Biology
Human Ecology
Microbiology
Animal Behavior
Ecology and Evolution
Human Physiology
Molecular Biology
Laboratory Research in Biology
and Chemistry

Chemistry

Elementary Introductory
Chemistry
Introductory Chemistry
College Chemistry
Honors Introductory
Chemistry—Advanced
Placement
Advanced Placement Chemistry
Elementary Organic Chemistry
Research in Chemistry

Physics

Observational Astronomy
Physical Geology
Geology of the Solar System
Cosmology—The Universe
Beyond the Solar System
Introductory Physics
College Physics
Advanced Physics (B-level,
Advanced Placement; C-level
Advanced Placement)
Electronics
Relativity and Quantum
Mechanics
Physics Seminar

understanding of some of the current trends in biology. During the spring term, students design and carry out independent controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who enjoyed the introductory courses.

Because of recent changes in the Advanced Placement examination, Andover does not offer a course specifically directed at advanced placement. Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses permit students to study some topics in considerably more depth than is usual in a typical Advanced Placement course after reviewing and building on material introduced earlier. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used. Many students who take the advanced sequence take the Advanced Placement examination.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the Laboratory Research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

Chemistry

Three levels of yearlong courses introduce students to atomic structure, chemical reactions, bonding, gases, liquids, solids, solutions, thermochemistry, kinetics, acids and bases, electrochemistry, nuclear reactions, and organic molecules. All of these yearlong chemistry courses use a college text and problem solving is emphasized. There are Advanced Placement offerings for one year or two years of study. In addition, term courses are offered in the areas of organic chemistry, chemistry of nutrition, and environmental chemistry. A lab-oriented introduction to chemistry is available to juniors.

The department has excellent equipment for experiments in elementary syntheses and analysis, including analytical balances, visible and infrared spectrophotometers, pH meters, voltmeters, a gas chromatograph, a bench top furnace, and ample ventilating hoods.

Physics and Astrophysics

The Physics Department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and "modern physics." Also offered are electronics, astronomy, relativity and early quantum theory, geology, and university-level Advanced Placement physics.

The Physics Department operates the Thornton Observatory which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor, and six other portable telescopes. These instruments are used in astronomy courses as well as in project work: Recent projects have included such areas as solar, lunar and planetary study; astrophotography; computer simulations; and orbit analysis.

The department is well equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, and computers for rapid data analysis, word processing, or programming. These items and many more are available and used in classroom demonstrations and student laboratory work.

Past students projects have included work with laser transmission of information, holograms, the construction of an electronic calculator, speed-of-light measurements, determinations of the electronic charge and mass, interferometer measurements, and finding the gravitational constant.

Course Listing

Theatre
Introduction to Acting
Public Speaking
Acting and Directing Workshop
Stagecraft
Play Production
Shakespearean Workshop
Playwriting
Dance
Introduction to Dance



During his second and third years at Andover, Jack Lemmon's grades were suffering due to his overpreoccupation with theatrics and composing. Though things looked very bleak in his senior year, he applied himself diligently and made what he thought was an astounding reversal. Against all odds he was able to graduate. When Headmaster Claude Fuess handed the proud young Lemmon his diploma, he said, "A remarkable change. I'm truly impressed, Bill."

THEATRE

The Theatre Department takes advantage of the varied skills of ten faculty members, among them professional actors and playwrights. Course content includes introduction to acting, technical theatre, public speaking, dance, the more advanced acting-directing class and the theatre production course.

In a typical year, in those courses and in extracurricular projects, theatre faculty and student directors will mount between twenty and thirty productions. Faculty productions range from a Shakespeare play involving more than sixty student actors and technicians to a six-character Beth Henley play set in a kitchen, or a dance concert with two dancers or twenty. All faculty-directed plays are done under the aegis of the theatre production course, a term-long course in which students must audition in order to participate, rehearse a minimum of eight class hours per week, and perform the play before a general audience of peers, parents, faculty, and local residents. While student-directed plays are not done as course work, they are taken no less seriously than the faculty-directed shows. Student directors must cast their own plays, coordinate all facets of the production, and stay within a prescribed budget. Faculty advisors assigned to each production may monitor the student's progress during the rehearsal period, offering suggestions and advice, but great freedom is accorded each student regarding choice of play, interpretation of the script, and the like.

All of the department's offerings will be presented in a new, state of the art complex consisting of a 400-seat theatre capable of being configured to realize any design requirement, and an equally flexible smaller space that will seat approximately 100, plus classrooms, dressing rooms, storage spaces, and shop areas. With the expansion of gifted and dedicated faculty, and the restoration and completion of an extraordinary new theatrical space, the Phillips Academy Theatre Department is poised to begin a new era, in which theatre faculty hope to provide Andover's students the best education possible in the theatre arts.

Being at Andover is not just about getting into college. Andover is about an experience. I can already see and feel the benefits of what I have learned from dorm life. I get along with all types of people from all kinds of backgrounds. It is the diverse student body which makes Andover such a unique and special place to live, learn and grow.

—Max Hoover '91

At Andover, the College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. The counseling starts in the fall of the upper year with a series of class and cluster-based meetings to outline the eighteen-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors for one-to-one consultation, which begins in February of the upper year. Two individual conferences occur in the spring, the first to review academic, personal, and extra-curricular histories and to develop appropriate tailor-made criteria for the development of the initial college list, which is the subject of the second meeting. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents are enlisted from the outset as partners in the process and are encouraged to communicate their ideas and concerns to the College Counseling staff. A quarterly Newsletter is mailed to parents from the College Counseling Office.

The College Counseling Office maintains a library of college catalogues, financial aid information, and testing materials. The office hosts several hundred college admission representatives annually, coordinates the college admission testing program, and presents workshops and seminars on various aspects of the college admission process, such as interviewing and essay writing.

The office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.



For a listing of college matriculations for the 1990 graduating class, please see p. 89.



THE FACULTY



Helmuth W. Joel, Jr.
Dean of Faculty,
Instructor in English

by Helmuth W. Joel, Jr.

"Passionate!" a senior exclaimed when asked to describe Andover's teachers.

Passionate means instructors in Russian who take turns teaching first-year classes so students will hear different voices. It means mathematics teachers excited about applications of the graphing calculator, who remember to begin classes with students' questions out of the previous day's homework. It means English teachers whose devotion to language inspires a class in Toni Morrison or N. Scott Momaday as much as one in Edith Wharton or William Shakespeare—or indeed one featuring Andover students' own writing. It means a physics teacher visiting another teacher's Physics 20 class and finding himself speculating as intensely as the students on whether the specific heat of an egg will be higher than that of the boiling water around it. It means a history teacher who on a Phillips Academy trip to a prison on Gorée Island, Senegal, discovers spiritual affinities with his forebears and whose exploration of the black experience in America is enriched forever with the tears he shed there.

Andover faculty members know that the best questions and activities make the best classes. They know that life is full of mystery, some of which can be understood. They know that for answering questions, hard work does better than fear or drift. They embrace students in their efforts to comprehend and create, not only in various academic subjects but also in their developing selves. The faculty knows that each student's path will be different from others' and that the path will include classes, dining hall, athletics, activities, and dormitory. The faculty values different ways and different people; it seeks everyone. *Passionate* indeed the faculty is, yet *com-passionate*, as well; devoting itself to education of the individual as the best hope for all.

Phillips Academy has 194 full-time and 51 part-time faculty members who hold, among them, 170 Ph.D.s and master's degrees. These educators are professional scientists, mathematicians, historians, theologians, writers, artists, poets, and musicians who have received numerous awards for their accomplishments as professionals as well as for their outstanding work in the classroom. Given their credentials, most of the faculty could be teaching at college. However, they have chosen to teach at Andover, a place where they can have an impact "after the bell." Faculty members are students' house counselors, coaches, and advisors, which is why teaching at Andover occurs 24 hours a day.

"At Andover a student must first master basic skills, then acquire bodies of knowledge, and only then move into thinking originally, critically, or morally; the last step before they leave us is intellectual independence."

—Kelly Wise



Kelly Wise

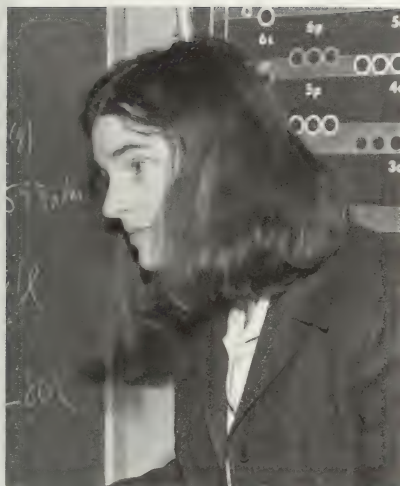
B.A. Purdue University, M.A. Columbia University
Instructor in English
Founder, Institute for the Recruitment of Teachers

English Instructor Kelly Wise is a photographer, a critic for *The Boston Globe*, a book editor, an art commentator on National Public Radio, and author of seven books of photography.

Mr. Wise's work has been exhibited widely in America and also in London, Amsterdam, Helsinki, Mexico City, and Milan. His photographs are part of more than twenty-five public collections in among others, the Library of Congress, and the National Portrait Gallery of the Smithsonian Institution. Among his more famous works are *Men and Women of Letters*, a collection produced between 1980 and 1985 of portraits of noted authors including Norman Mailer, John Updike and Mary McCarthy. With English department colleagues Thomas Regan and Paul Kalkstein, Mr. Wise co-authored the text for Andover's core English course, *The English Competence*

Handbook. He developed and teaches a senior literature seminar focusing on major works since 1880. The course is entitled "Novel and Drama;" students in their unfailing tendency to invent legends, have nicknamed it "Grovel and Trauma."

Most recently, Mr. Wise created the summer Institute for Recruitment of Teachers, a pioneering program designed to attract people of color to the teaching profession and prepare them to teach at the high school and college level.



Leslie Ballard

*B.A. Sarah Lawrence College,
M.A.T. Harvard University
Instructor in Biology and Chemistry
Chair, Science Division*

Leslie Ballard, chair of the Science Division, has spent 15 years at Andover making chemistry more accessible to her students, implementing her ideas in improving science division safety standards, and increasing the variety and quality of equipment in the chemistry labs.

Inspired by her students' accusations that chemistry was too abstract, Ms. Ballard and her colleagues created a special department workshop to address the relevance of the discipline and enliven the subject for all science students. As department chair, she has renovated the ventilation hoods in labs, commissioned works of art to illustrate chemical compounds, and redesigned the curriculum to address the needs of students at different levels. Under her aegis, Andover has expanded its set of spectrophotometers and pH meters and acquired a gas chromatograph.

Ms. Ballard has been a house counselor, and a coach of yoga and Search & Rescue. Prior to coming to Andover, she worked as an associate in laboratories at Harvard University and at the Rockefeller Institute in New York.



Kevin Heelan

*B.A. St. Mary's College of Maryland,
M.F.A. Smith College
Chair, Theatre and Drama*

A published playwright, actor and current head of Andover's Theatre Department, Mr. Heelan personally directs many main stage campus productions and oversees operation of the student-managed Drama Lab.

Mr. Heelan's own works include *Heartland*, published by Samuel French Inc. and produced on Broadway starring Sean Penn; *Split Decision*, also published by Samuel French; *Ten East*, and most recently *Distant Fires*, a work about six construction workers on the job. Premiered by the Hartford Stage Company in 1986 *Distant Fires*, was selected winner from over 1300 other scripts for Best Play by the CBS/Dramatists' Guild. Mr. Heelan has been cited by both the *Boston Globe* and *The New York Times* as one of America's promising playwrights. *The Split Cherry Tree*, a movie he wrote, was nominated in 1982 for an Academy Award for Best Live Action Short. In 1987, Mr Heelan received a grant from National Endowment for the Arts.

Mr. Heelan is well know at Andover for his avant-garde productions of Shakespeare classics and for his animation in the classroom.





Leon Modeste, Director of Athletics, Instructor in Physical Education

by Leon Modeste

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the Athletic Department offers dozens of sports, dance, and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. Athletic trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, aikido, karate, Search and Rescue, classical ballet, modern dance, yoga, and aerobics. At Andover, to play is the thing!

All juniors and lowers take one challenge-based Physical Education Course five hours a week for one term. In the course, they are tested for physical aptitude and instructed in safety, health, and exercise physiology. They learn drown proofing, master a ropes course, and learn the information and skills they will need to maintain lifetime wellness.

In addition, these students join all other students in our afternoon athletic program, which includes varsity and sub-varsity competitive sports, intramural cluster-based sports, and recreational, dance, and fitness activities. It is during these afternoon programs that varsity athletes are coached to reach their greatest potential as competitors, sub-varsity players learn games they had never played before, dancers rehearse for their performances, cluster competitors practice for their matches, cross country skiers head for the trails, rowers head for the rivers, hikers head for the hills, the weight room is full, the gym is noisy, and the playing fields are overrun. The wide variety of Andover's offerings, and the enthusiasm of coaches, trainers, and instructors, make these afternoon activities as much fun as they are beneficial.

The Training Room

Andover's training room is a fully staffed coeducational facility that provides a variety of services to all students enrolled at the Academy. The three full-time trainers work in conjunction with the school physician and the staff at Isham Infirmary. The Athletic Department oversees the athletic program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

Interscholastic Varsity Sports

Fall

| Boys | Girls |
|---------------|---------------|
| Cross Country | Cross Country |
| Soccer | Soccer |
| Football | Field Hockey |
| Water Polo | Volleyball |
| | Water Polo |

Winter

| Boys | Girls |
|---------------------|---------------------|
| Basketball | Basketball |
| Hockey | Hockey |
| Skiing | Skiing |
| (Alpine/ Nordic) | (Alpine/ Nordic) |
| Squash | Squash |
| Swimming | Swimming |
| Track | Track |
| Wrestling | |

Spring

| Boys | Girls |
|-----------------|-----------------|
| Baseball | Softball |
| Crew | Crew |
| Golf | Golf |
| Lacrosse | Lacrosse |
| Tennis | Tennis |
| Track and Field | Track and Field |

Catcher Kerry O'Malley (l.) '92 of Colchester, Vt., and Pitcher Carolyn Carr '91, of Stoneham, Mass., are mainstays of PA's winning softball team. Posting 14 wins and only one loss, the team counted among its victories three extra-inning wins, a doubleheader sweep over Deerfield in which Carr threw a perfect game, and a 13-3 triumph over Exeter. In the season, Carr posted 9 victories, striking out 103, walking only 10 and finishing with an ERA of 0.20. O'Malley threw out 6 of 13 base-stealers and led the team in sacrifice bunts.

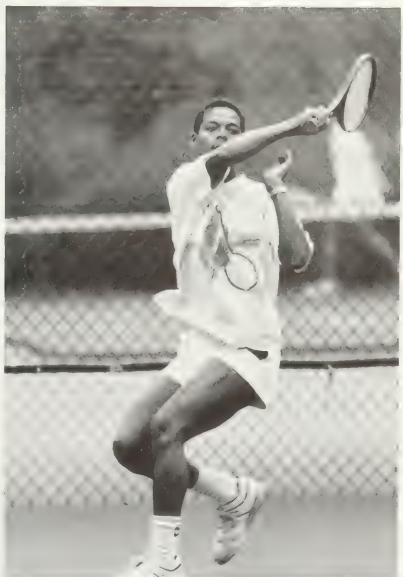
The Athletic Complex

Since the founding of the first gymnasium in 1850, Andover's athletic facilities have been among the finest in New England. They include 18 playing fields and 25 tennis courts; the Sorota Track, the Borden, Memorial, and Abbot Gymnasiums, with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room, and weight training rooms; the Case Memorial Cage with its indoor track; the Sumner Smith Hockey Rink; and the James C. Greenway boathouse on the Merrimack River.



Boys and Girls Interscholastic, Intramural, Recreational and Fitness Athletics

| <i>Fall</i> | <i>Winter</i> | <i>Spring</i> |
|------------------|-----------------|------------------|
| Ballet | Aikido | Ballet |
| Basics (fitness) | Ballet | Baseball |
| Crew | Basics | Basics |
| Cross-Country | Basketball | Crew |
| Field Hockey | Gymnastics | Cycling |
| Football | Hockey | Golf |
| Karate | Kayaking | Karate |
| Modern Dance | Modern Dance | Lacrosse |
| Search & Rescue | Scuba Diving | Modern Dance |
| Soccer | Search & Rescue | Rock Climbing |
| Squash | Skiing: | Sailing |
| Table Tennis | (Alpine/Nordic) | Search & Rescue |
| Tennis | Squash | Softball |
| Volleyball | Swimming | Speedball |
| Water Polo | Track | Squash |
| Yoga | Wrestling | Tennis |
| | Yoga | Track |
| | | Ultimate Frisbee |
| | | Yoga |







*Henry Bond Wilmer
Dean of Residence,
Instructor in French*

by Henry Bond Wilmer

At Andover, we have plenty of room for kids from Beijing and Brooklyn, for artists and athletes, for conservatives and liberals, for Muslims, Christians, and Jews, for philosophers and philatelists. We have plenty of room for our own student-run radio station and newspaper, and for organizations concerned with politics, or economics, or nuclear issues, or Apartheid, or African and Latino culture in the United States, or chess. Special social events include concerts, speakers, dances (from heavy metal to rap to reggae) and celebrations to mark all sorts of cultural events. The kaleidoscope of people and points of view provided by our size means Andover students can always find someone to share their interests, appreciate their talents, and give timely advice when they need it — or to help them discover new interests, new skills, and new perspectives. In education, change is the name of the game, and Andover students need plenty of room to play.

So Andover is a big school. But Andover is a big school that works hard to feel small. Each student belongs to a cluster, and for each student a house counselor or day student counselor, teachers, coaches, and an academic advisor all provide advice and encouragement. The cluster system, combined with our academic and psychological counseling services, our Office of Community Affairs and Multicultural Development, our actively involved campus chaplains, and our infirmary enable Andover to offer multiple opportunities for support and guidance—personal, social, intellectual, spiritual, cultural, psychological, and medical. These resources permit us not only to react to student initiatives and needs, but also to provide a rich residential curriculum of special programs dealing with such issues as drug and alcohol use, human sexuality, and racism.

Andover is a big school that feels small. Our purpose is to bring to our students the advantages of our diversity while at the same time making each feel confidently at home.



Clusters

All students at Andover—boarders and day students—are assigned to one of the school's six "clusters," each of which functions as a small school within the Academy. Dormitories are assigned to clusters according to their geographic location; each cluster includes girls' and boys' dorms, about two hundred day and boarding students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system is the heart of Andover's residential life, bringing the advantages of a small school to an institution that already has the advantages of size.

The dean of residence oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders, who knows all of the students in the cluster, and who is available to students and to parents for information and advice. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

A faculty member is responsible for administering the student work program, which is designed to develop in our students a sense of community responsibility for the daily operation of the school, to remind them of the practical elements of life beyond academia, and to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice, and all students also take turns working in the dining hall.

The Weekend Scoop



Dorms and Counselors

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication. Parents can expect to hear from the counselor at regular intervals and are encouraged to turn to this faculty member for information about a student's progress. The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families in residence. All living arrangements encourage close relationships among students and between students and house counselors' families. One-third of the boarding students live in single rooms; two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain lowers, uppers, and seniors. Juniors, however, all live together in dorms with special study and lights-out policies that are designed to help our youngest students adjust successfully to their first year at boarding school.



I think what sets Andover apart is the fact that we all chose this school because we are dedicated to learning, students and faculty alike. Living and working together in a multicultural community has been an extremely valuable experience for me over the past four years; I think it's important to be exposed to such a community at a young age.

—Lucie Flather '91

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

Rules and Discipline

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of the Academy Blue Book, summarizing rules and regulations; all students are held responsible for its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level and involves the cluster dean, the house counselor, and other faculty and student representatives. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school, all render a student liable to dismissal. Cluster recommendations for suspension or dismissal are made to the headmaster, who makes the final decision. Examples are dishonesty, the possession or use of alcoholic beverages or illegal drugs, and unauthorized absence from school bounds.

The Daily Schedule

| | |
|----------------------|--|
| 7:15 a.m. | Commons opens for breakfast |
| 8 a.m. | Classes begin. Seven 45-minute periods per day |
| 9:45–10:15 a.m. | Conference Period (for individual student-teacher conferences) |
| 11:30 a.m.–1:30 p.m. | Lunch at Commons |
| 2:45 p.m. | End of last class |
| 3:15–5:15 p.m. | Sports |
| 5–6:30 p.m. | Supper at Commons |
| 6:20–7:50 p.m. | Music rehearsals |
| 8 p.m. | Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, or music building |
| 10 p.m. | Dorm sign-in for all students on week nights (during 5-day weeks, Friday evening sign-in for underclassmen is 10 p.m., 11 p.m. for seniors, and Saturday evening sign-in for all students is 11:30 p.m.) |
| 11 p.m. | Lights out for juniors on week nights |

The Calendar

Andover operates on a trimester system. The year begins in late September and ends in mid-June, with breaks in December and in the early spring.

Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday, and Friday, the full class days, and on Wednesday morning and every other Saturday morning. Sunday is totally free.

This flexible weekly schedule provides time for independent study, rehearsals, and sports, as well as for informal visits to the art and archaeology museums, and for student-run extra-curricular organizations such as the literary magazines, the school newspaper, the school radio station, and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays, and informal activities.

Participation in athletics is required of all students, and athletics and activities are scheduled four afternoons a week for two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competitions.

Meals are served in Commons, the central dining hall, composed of four handsome, traditional dining halls and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Instead of formal study halls, study hours are scheduled between 8 p.m. and 10 p.m.; students who use their free periods during the day to study can finish their homework by the end of these study hours. During these hours, students are required to be signed in either to their dormitories or to an academic area on campus.

Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks or supervising them for two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.



The Office Of Community Affairs and Multicultural Development

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures, and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and racism, with an emphasis on collaboration towards a better understanding of race, class, and diversity within our society. The dean of community affairs and multicultural development also works closely with the deans of faculty, studies, and admission on issues of hiring, curriculum, and admission.

The office provides counseling and support services for African-American students, Latino-American students, or any other students who may need assistance adjusting to Andover's rigorous schedule. The office also serves as an Afro-Latino Cultural Center and Heritage Library. The center is the meeting location for the Afro-Latino American Society Board meetings, and it is available to other groups for meetings and small study groups.

In a community such as Andover, all must commit themselves to the goals of the community and to loyalty to each other. Since education at Phillips Academy is both intellectual and humane, students and faculty derive mutual support from sharing of themselves and their ideals.

In the 1840's the widow of Principal Osgood Johnson devoted herself to the care of sick Seminary students at Samaritan House, built and named for that purpose, now a student dormitory. In spite of this, rows of gravestones mark the toll of epidemics. An Academy graduate of 1890 reports that no such care as Widow Johnson's was available to the Academy students of the 1890's: "There was no infirmary. If you were ill, it was nobody's business but your roommate's, who brought you meals from Marland's unappetizing fare."

Community Service

The Community Service Program provides opportunities for students to volunteer time in service to the community in Andover, and in the nearby city of Lawrence. More than 700 students take advantage of these rewarding opportunities each year. Some examples: students may tutor children from culturally and ethnically diverse backgrounds, assist teachers in their work with physically handicapped and developmentally retarded children, work with children from 3 months to 5-years-old in the Andover Community Child Care Center on campus, help the Big Brother and Big Sister program in Lawrence, or work at The Academy Manor Nursing Home in Andover.

It is the program's primary goal that participants learn a deeper appreciation of themselves and their potential, and that they achieve personal growth in the service of others by fulfilling the mandate of the academy's motto, *Non Sibi*, not for self.



Organizations:

Afro-Latino-American Society
All That Jazz (vocal jazz group)
Amateur Radio Club (WISW)
Andover Ambassadors
Andover Forum (current events publication)
Asian Society
Astronomy Club
Backtracks (magazine of commentary)
Blue Key Society
Bridge Club
Cercle Francais
Chapel Fellowship
Chess Club
Chorus
Community Service
Computer Club
Dance Club
Equestrian Club
8'n 1 Club (singing group)
Fidelio Society (madrigal singing society)
Gay-Straight Alliance
German Club
The Heartland Coalition
Jewish Student Union
Just Ordinary Komediens Everywhere
The Leaky Pen (satire club, with publication)
The Mirror (literary magazine)
Model United Nations Club
Mohgul Society (Indian Society)
Natural History Club
Newman Club
Nuclear Awareness/Education Club
The Phillipian (student newspaper)
Philomathean Society (debating society)
The Photography Club
Political Economy Club
Pot Pourri (yearbook)
Press Club
Scuba Club
Ski Club
Society for Creative Consciousness
Strategic Gamers Guild
Tertulia (Spanish club)
WPAA (student radio station)

Extracurricular Activities

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests in the student body. The Andover Ambassadors handle the responsibility of conducting campus tours and hosting visiting students for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air from 6:30 a.m. to 11:30 p.m. daily, serving the local listening area as well as the student body. *The Phillipian*, the Academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. The *Pot Pourri*, the school yearbook, the school literary magazine, *The Mirror* (Robert Frost was an early contributor), and many other student publications provide more opportunities for those with a literary bent.

Cultural organizations abound, as do course-related groups such as the Astronomy Club and German Club. The Chapel Fellowship, the Newman Club, and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Economy Club may be listening to a State Department official discuss the Middle East; the Natural History Club may be bird watching on an ocean beach; the Debate Team may be at its work in the Debate Room of Bulfinch Hall.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.



Lots of times, people from other places will say that Andover is so big and ask if you lose the personal aspect that a small school provides. I have found that a larger school offers so much more in terms of activities, classes, and sports, which are kept small so you do get the personalized attention. The advantages of a large school outweigh the disadvantages by far. I mean, where else can someone take yoga as a sport?

—Merritt Lear '93

Residential Education

Phillips Academy takes seriously its responsibility to help students learn about health and human issues, and has developed several specific programs to address alcohol use, human sexuality, eating disorders, and so many other issues that concern young people today. Some of the programs are required, some voluntary; all are for day students as well as boarders.

Each fall instructors from the Freedom from Chemical Dependency Foundation arrive at school for a week. New students attend four basic classes in alcohol and drug use prevention; returning students choose from among thirty-six related workshops.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors.

Those wishing to explore the issues of racism can take part in Anti-Racism Workshops sponsored by the Office of Multicultural Development and Community Affairs, or can join SARC (Students Against Racist Community). The Women's Forum and the new Date Rape Prevention Team offer programs which are designed to educate the community on gender issues. Other student-run organizations and support groups deal with such important issues as eating disorders and the aftermath of divorce. The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

Graham House

The Graham House Counseling Center serves the community in several ways. The staff offers psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff, and specialized workshops in response to residential needs.

Isham Infirmary

Phillips Academy employs a full-time physician/medical director, a licensed school nurse-practitioner, and registered nurses to staff Isham Infirmary. Isham has approximately 600 inpatient admissions and 7500 outpatient visits per school year. There are dentists and a dental hygienist who are available for routine care and emergencies. An orthopedic clinic is run weekly

by an orthopedic surgeon in conjunction with three full-time athletic trainers who supervise rehabilitation, practices, and athletic competitions. A dermatology clinic is held monthly and a registered dietitian is available for consultation with students upon request. The Graham House Counseling Center employs three psychologists, who are available to students seven days a week.

The Isham staff maintains close contact with approximately forty medical and dental specialists in the greater Lawrence and Boston communities, who are readily available for consultation. Isham Infirmary also welcomes requests for follow-up and continuing care from students' home physicians.

The Campus Ministry

Reflective of a diverse student body, the religious ministry at Phillips Academy is also diverse. Priest, minister, and rabbi serve the ongoing liturgical and celebrative needs of the Roman Catholic, Protestant, and Jewish students on campus; the chaplains also teach, counsel, and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation, and fellowship in a variety of settings.





Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be used as complements to this school. Thus far, the multiple schools idea has taken form in several program models which are open to Phillips Academy students as well as students from other schools.

Phillips Academy tuition, fees, and financial aid do not cover the cost of these programs:



Randy Pepper, an instructor in English, author, and a contributing photographer to *National Geographic* magazine, created a new course in the 1985 Summer Session entitled "Oceans." A combination of marine biology, environmental studies, and oceanography, the course includes four weeks of study in the labs at Andover, and two weeks "in the field," sailing along the New England coastline aboard the 55' schooner *Madame Sarah* Abbot, named for the founder of Abbot Academy.

School Year Abroad

School Year Abroad offers to qualified uppers and seniors a full academic year of living and studying in France or Spain. Originated by Andover, SYA is now jointly sponsored by Andover, Exeter, and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or strong preparation for college. Students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and Spanish or French) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel, all college boards, and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. A catalog can be obtained by writing:

Woodruff W. Halsey II, Director
School Year Aboard
Phillips Academy
Andover, MA 01810-4166

Trimester Programs in Foreign Countries

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities:

Fall Term, Novosibirsk, Soviet Union; Paris, France; **Winter Term**, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; **Spring Term**, Guadalajara, Mexico; Bologna, Italy; **Summer**, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each pro-

gram has its special characteristics. For more information consult the chair of the Division of Foreign Languages.

Other Off-Campus Programs

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Phillips Exeter Academy, allows a group of uppers and seniors to spend the spring term in Washington working in the offices of U.S. senators and representatives.

The Mountain School Program of Milton Academy is a semester-long program for uppers which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. The Maine Coast Semester is a similar, semester-long program offered in Wiscasset on the coast of Maine. Phillips Academy students may participate fall term only. Students continue their academic courses in addition to activities which emphasize practical skills and crafts.

It is also possible for seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of the school-sponsored programs.

The Phillips Academy Summer Session

The Phillips Academy Summer Session is a six-week, intensive academic program in which both innovative and traditional courses are taught. Courses in all subjects and at all levels demand hard work—harder work than most students have ever before experienced. In addition to English, modern languages, mathematics, history, and the sciences, the curriculum offers such opportunities as Social Psychology, Great Philosophers, Law and Morality, Modern Astronomy, Oceanography and Marine Biology, and Economics.

Other features of the Summer Session are special courses in writing, including the nationally known *Competence in Writing* (developed at Phillips Academy); an expanded ESL Program (English as a Second Language) for foreign students who wish to achieve English fluency; a Chamber Music Program which provides a unique opportunity for able music students in all combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of





the visual arts who wish to develop a portfolio in preparation for the Advanced Placement Examination in Studio Art.

The Summer Session makes use of all the school's facilities and is open to able boys and girls from all parts of the country and abroad. Applicants must be graduates of the 8th, 9th, 10th, or 11th grades. A catalog can be obtained by writing:

Elwin Sykes, Director
The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4400

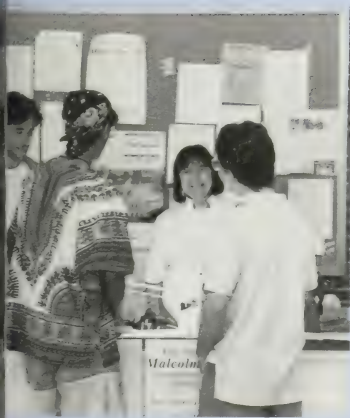
(MS)²: Math and Science for Minority Students

The (MS)² Program—Math and Science for Minority Students—offers mathematics and science instruction to black, Hispanic, and Native American students from selected urban centers. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering, and medicine. Further information can be obtained by writing:

Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4405

Students currently enrolled at Phillips Academy's regular session are normally ineligible to attend the Phillips Academy Summer Session or the (MS)² Program. Students attending the Phillips Academy Summer Session or the (MS)² Program normally do not apply for admission to the Academy's regular session for a full calendar year. Exceptional cases may be reviewed by the director of the Summer Session.





Young Josiah Quincy, in 1778, didn't look forward to the prospect of eight long hours in the recitation room: "The truth was, I was an incorrigible lover of sports of every kind. My heart was in ball and marbles." He went on to become congressman, mayor of Boston and president of Harvard.



CALENDAR 1992-93

Fall Term

| | |
|----------------|--------------------------------------|
| Sept. 8, Tues. | Faculty return |
| Sept. 12, Sat. | New students arrive and register |
| Sept. 14, Mon. | Old students return and register |
| Sept. 16, Wed. | Classes begin |
| Oct. 23, Fri. | Mid-term academic review |
| Oct. 30-Nov. 1 | |
| Fri.-Sun. | Parents' Weekend (all parents) |
| Nov. 2, Mon. | College Visiting Day (no classes) |
| Nov. 24, Tues. | Thanksgiving vacation begins, 1 p.m. |
| Nov. 30, Mon. | Thanksgiving vacation ends, 8 p.m. |
| Dec. 7, Mon. | Classes end, 1:00 p.m. |
| Dec. 12, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|---------------|---------------------------------|
| Jan. 5, Tues. | Winter vacation ends, 8 p.m. |
| Feb. 5, Fri. | Mid-term academic review |
| Feb. 8, Mon. | Mid-winter holiday (no classes) |
| Mar. 9, Tues. | Classes end, 1 p.m. |
| Mar. 13, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|----------------|-----------------------------------|
| Mar. 30, Tues. | Spring vacation ends, 8 p.m. |
| Apr. 19, Mon. | College Visiting Day (no classes) |
| Apr. 30, Fri. | Mid-term academic review |
| May 29, Sat. | Classes end, 12 noon |
| June 6, Sun. | Commencement |
| June 11-13 | |
| Fri.-Sun. | Alumni Reunions |
| July 1, Thurs. | Summer Session begins |
| Aug. 11, Wed. | Summer Session ends |

"Youth from Every Quarter"

The school's *Constitution*, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see School Costs and Affordability, page 70).

Day Students

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time only choice which must be made when the application is submitted to the Admission Office.**

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH),

APPLICATION PROCEDURE

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is offered to an applicant.

If you have a question about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line:
(508) 749-4050

Academy switchboard:
(508) 749-4000 ext. 4050

Office hours:
Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12:00 noon, October 1 through January 31.

Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.

Four Steps To Be Completed For Application

1 Submit The Preliminary Application Card and the non-refundable \$35 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application Card and Fee are received.**

2 Complete The Personal Interview Requirement
Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer, or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. **Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 74.)**

3 Return The Final Application Forms
Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned as soon as final or mid-semester grades are available for the fall term. **The transcript must include current grades for application to be complete.** Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. **We cannot accept any application forms by FAX.**

4 Take The Secondary School Admission Test (12th Grade or Postgraduate candidates are not required to take the SSAT.) Although we prefer the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so.

Secondary School Admission Test

The Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, NJ, 08540, will be sent by Andover to all 1993-94 candidates who have filed a Preliminary Application. This Bulletin describes the Secondary School Admission Test, which will be given on the following dates:

| | |
|-------------------|-------------------|
| December 12, 1992 | January 16, 1993* |
| March 6, 1993 | April 24, 1993* |
| | June 19, 1993 |

**International administration*

Candidates are strongly urged to take the SSAT administered in December, 1992. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1993 administration.

Early Decision

Andover does not participate in any early decision plan for admission.

Twelfth Grade or Postgraduate Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, NJ 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

Tuition and Fees, 1992-93

The tuition for 1992-93 is \$17,300 for boarding students and \$13,300 for day students. The average annual cost to educate a student at Andover is approximately \$23,600. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends.

To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by May 1 in the case of a returning student, or by the acceptance deadline in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1, and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the tuition for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.0 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 75 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.



Other Expenses

Tuition does not include tutoring, language training, special instruction in music or certain athletics, materials fees for art courses, medical expenses, laundry, textbooks, dues to school organizations, or breakage and damage to school property. Many of these expenses will be similar to those a student would experience if he or she were at home. Tuition does not include cost of participation in the Washington Intern Program, School Year Abroad, or other off-campus programs.

Travel expense will vary according to home location. Books and supplies depend on course selection and are approximately \$1,000.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.



Financial Aid and Financial Planning

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans for a broad spectrum of need. To help all Andover families with financial planning, the school has created The Andover Plan, an innovative package of five payment options.

| | |
|----------------------------|--|
| Financial Aid | |
| Operating Budget: | \$5,700,000 |
| Scholarship Grants: | \$5,440,000 |
| | Average grant for returning students: \$10,535 |
| Student Loans: | \$500,000 in 1992-93 |
| | (presently at 6% interest) |

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

To apply for financial aid:

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, NJ. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover *prior to January 15*, along with the most recent IRS 1040 form when it becomes available, or other income tax form used.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

In case of divorced or separated parents:

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10.

For more detailed information, direct your letter or telephone call to James F. Ventre, Director of Financial Aid, Phillips Academy, Andover, MA 01810-4161. Telephone: (508) 749-4050.

Financial Planning: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created The Andover Plan, five different payment options, which were designed with the help of the Corestates First Pennsylvania Bank and the Knight Tuition Payment Plans of Boston. Briefly the options are: a one-time tuition payment that avoids tuition increases; fixed monthly payments that avoid tuition increases; access to a revolving credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

| Guaranteed Tuition: Single Payment | Guaranteed Tuition: Extended Payment | Annual Educational Expenses Line of Credit | Monthly Budgeting Plan (Ten Month Payment Plan) | Insured Tuition Payment Plan |
|---|---|---|---|--|
| Families prepay tuition to their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g., four for a senior, three for a junior, two for an upper. | Families prepay tuition for a student's entire Andover education at the entry-level cost times the number of years through a loan with fixed monthly payments extending beyond graduation Loan convertible to college loan with extended repayment terms Repayment term of 10 years Interest rate fixed for term of loan or variable at prime plus one percent | Annual tuition expenses (or family contributions for financial aid recipients) can be borrowed as needed at prime plus one percent Loan convertible to college loan with extended repayment terms Repayment up to 14 years from first use of line of credit (1/120 of outstanding balance per month) Pay tuition bills as due via Corestates First Pennsylvania Bank checks made payable to Phillips Academy | Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments Application fee of \$55 Participation on a yearly basis Family pays Knight Tuition Payment Plans which pays Phillips Academy | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest Application fee of \$55 Multiple year plan |
| Tuition increases | No tuition increases Loans can be secured with a second mortgage, permitting deductibility of interest No origination fee and low interest rate | Flexibility by having access to a revolving line of credit Loan can be secured through a second mortgage, permitting deductibility of interest Borrow only amount needed No origination fee and low interest rate | No interest Payments are spread over 10 months Optional life and disability insurance Families may budget any annual amount of expense over 10 months | No finance charges No credit check Interest is paid on any net deposits Life and total disability insurance provided from the date of the first payment Payments are spread over the period of education, e.g., four years for a junior, three for a senior, two for an upper, one for a senior Families can begin saving for college |
| Families not receiving financial aid | Families not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid |
| Repayment of entire loan, three, or two years of tuition at first year's rate | Repayment of loan begins immediately | Repayment of loan begins immediately | Monthly payments to Knight | Monthly installments to Knight |
| Family funds | Loan | Loan | Family funds | Family funds |

Alumni Admission Representatives

While it is advisable from the student's point of view to visit the school, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone for an interview with the most conveniently located Alumni Admission Representative. When you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative Interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the Admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the February 1 deadline to avoid disappointment.

ALABAMA

Birmingham

A. H. Gaede, Jr. '57
Bradley, Arant, Rose & White
1400 Park Place Tower, 35213
(205) 521-8323 (W)

Huntsville

James B. Blackmon, Ph.D. '57
689 Discovery Drive, 35806
(205) 922-6600

ALASKA

Anchorage

John K. Brubaker '55
2110 Otter Street, 99504
(907) 279-3581 (W)

Fairbanks

K. Andre McMullen '66
741 Chena Hills Drive, 99709
(907) 479-2964 (H)
(907) 452-4761 (W)

ARIZONA

Phoenix

William C. Torrey '49
4250 East Camelback Road
Suite 115-K, 85018
(602) 952-2386 (W)

Tucson

Donald B. Rollings '70
363 South Meyer, 85701
(602) 623-4091 (W)

ARKANSAS

Little Rock

Mose Smith III, M.D. '48
5326 W. Markham St., Ste. 14,
72205
(501) 664-1527 (H)

CALIFORNIA

Beverly Hills

T. K. Vodrey '52
1280 Lago Vista Drive, 90210
(213) 275-5529 (H)

Brentwood

Joon Y. Kim '80
155 S. Layton Drive, 90049
(310) 476-9633 (W)

Corona del Mar

John E. Kidde '64
3907 Inlet Isle Drive, 92625
(714) 640-7075 (H)

El Cerrito

Chadwick Sofield '86
741 Ashbury Ave, 94530
(415) 527-6338 (H)
(415) 486-4139 (W)

Flintridge

Thomas J. Keefe, Jr. '50
444 Georgian Road
La Canada, 91011
(818) 952-3840 (H)

Hacienda Heights

Johnson B. Lightfoote, M.D. '69
3329 Punta del Este, 9174-6633
(818) 333-3456 (H)
(213) 889-2440 (W)

Los Angeles

Patrick A. Cathcart '64
Hancock, Rother & Bunshoft
515 South Figueroa St., 17th Floor,
90071
(213) 623-7777 (W)

David A. Cathcart '57
Gibson, Dunn & Crutcher
333 S. Grand Avenue, 90071
(213) 229-7308 (W)

Tony De La Rosa '78
Los Angeles Center for Law and
Justice
2606 East First St. 90033
(213) 266-2690 (W)

Elizabeth Figus '42
818 N. Doheny Drive, #703, 90069
(213) 550-1971 (H)

Trevor A. Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Ave., #200,
90005
(213) 380-0303 (H)

Jolena James
12030 Goshen Ave., #8, 90049
(310) 575-4151

Sandra Stevens
1325 South Meadowbrook, 90019
(312) 954-0801 (H)
(310) 203-2620 (W)

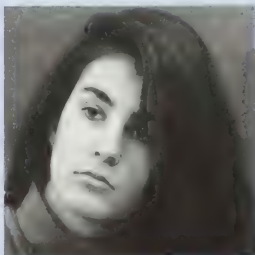
T. K. Vodrey '52
Hiltop Publications Inc.
444 N. Larchmont Blvd., 90004
(213) 469-3901 (W)

Marina del Rey

Jeffrey L. Reuben '78
4350 Via Dolce, #104, 90292
(213) 301-0464 (H)

Menlo Park

Carey Orr Cook '61
The Portola Group
3000 Sand Hill Road, #2-145, 94025
(415) 854-7550 (W)



Peter W. Lee '60
1100 Trinity Drive, 94025
(415) 394-3472 (W)

Oakland

Patrick J. O'Hern '65
850 Paramount Road, 94610
(415) 465-3058 (H)

Palo Alto

Donald A. Way '63
320 Kellogg Avenue, 94301
(415) 324-0606 (W)

Pasadena

Stephen Bache '75
Yosemite Asset Management
705 S. Oak Knoll Ave., 91106-3809
(818) 792-8144 (W)

Robert J. Cathcart '64
677 LaLoma Road, 91105
(818) 441-2916 (H)

San Anselmo

H. Leonard Richardson '45
5 Oakhill Drive, 94960
(415) 459-0533 (W)

San Diego

Norman R. Allenby '51
3222 Quimby Street, 92106
(619) 223-8322 (H)

San Francisco

Hobart McK. Birmingham, Jr. '62
Graham & James
One Maritime Plaza, 3rd Fl, 94111
(415) 954-0367 (W)

DeWitt K. Burnham, Jr. '74
2222 Lyon Street, 94115
(415) 567-5897 (H)

Nathaniel M. Cartmell III '69
Pillsbury, Madison & Sutro
235 Montgomery Street, 94104
(415) 983-1570 (W)

Samuel R. Miller '66
Morrison & Foerster
345 California Street, 29th Fl., 94104
(415) 677-7230 (W)

Andy Ogilvie
300 Montgomery St., Ste. 700, 94104
(415) 981-1122 (W)

Martin Quinn '60

311 California St, 10th Fl., 94104
(415) 956-2828 (W)

San Jose

Samuel C. Dysart '46
3337 Lake Albano Circle, 95135
(408) 238-2699 (H)



San Marino

Patrick A. Cathcart '64
2657 Oak Knoll Ave., 91108
(818) 458-9515

Santa Ana

Reginald D. Barnes, Jr. '58
Crysen Corporation
825 Parkcenter Drive, 92705
(714) 835-6505 (W)

Santa Barbara

W. Wright Watling '68
Beaver Free Corp., Ste. 200
200 E. Carrillo Street, 93101
(805) 963-1631 (W)

Temple City

Jeffrey Hiroto '77
10520 Freer, 91780
(818) 350-8221 (W)

Torrance

Samuel R. Suitt '57
1745 Maple Avenue, #73, 90503
(213) 320-7864 (H)

COLORADO

Boulder

Wayne E. Robinson, Jr. '78
3250 O'Neal Circle, Apt. 21H,
80301
(303) 443-5586 (H)

Colorado Springs

Josephine Boddington '41
1433 Alamo Avenue, 80907
(719) 634-5679 (H)

Denver

Anthony T. Accetta '61
1600 Stout Street, Ste. 1500, 80202
(303) 595-0333 (W)

William W. Grant '49
545 Race Street, 80206
(303) 321-1566 (H)

George R. Ireland '74
1428 East 4th Avenue, 80218
(303) 744-7664 (H)

David C. Wilhelm '38
3333 East Florida #113, 80210
(303) 894-9444 (W)

Englewood

William W. Cline '69
4000 S. Bellaire St., 80110
(303) 753-8870 (H)

William R. Rapson '63
4480 South Lafayette Street,
80110
(303) 297-2600 (W)

CONNECTICUT

Darien

Peter Hawkins '69
14 Beach Drive, 06820
(203) 655-3271 (H)
(203) 655-1023 (W)

David E. Winebrenner IV '58
27 Briar Brae Road, 06820
(203) 323-1874 (H)

Greenwich

Gerard E. Jones '55
One Deer Lane, 06830
(203) 869-1441 (H)

Tricia Paik '87
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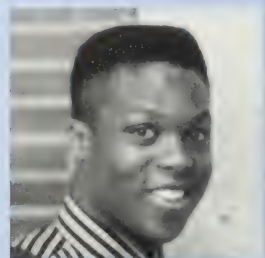
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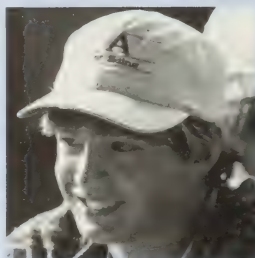
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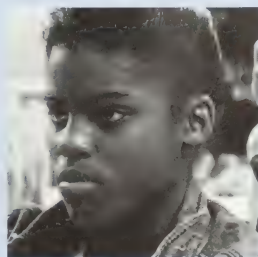
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The Andover Parent Network is a group of parents who have volunteered to answer questions about Andover. No one has a better perspective for prospective families than parents who have students currently attending the school. Please feel free to contact these parents at any time in the admission process, whether prior to the first visit, while filling out the application, or after a candidate has been admitted.

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Statistical Information for 1991-92



In 1864 Shimeta Neesima left Japan as a stowaway on the clipper ship *Wild Rover* for America and sold his samurai sword for a Chinese New Testament. He was adopted by the shipowner, an Andover trustee, was christened Joseph Hardy Neesima, graduated from Andover in 1867, later from Amherst and the Andover Theological Seminary, and became the first Japanese to be ordained a Congregationalist minister. Neesima returned to Japan to found The Doshisha, a great university in Kyoto dedicated to Japanese and Christian ideals. Doshisha recently celebrated its 101st birthday.

Geographical Distribution*

| | | | |
|----------------------|------|----------------------------|------|
| U.S.V.I. & P.R. | 6 | Australia | 3 |
| Massachusetts | 428 | Austria | 1 |
| Rhode Island | 3 | Belgium | 2 |
| New Hampshire | 41 | Brazil | 1 |
| Maine | 21 | Canada | 8 |
| Vermont | 12 | Republic of China | 4 |
| Connecticut | 47 | People's Republic of China | 3 |
| New Jersey | 31 | Czechoslovakia | 1 |
| New York | 164 | Dominican Republic | 2 |
| Pennsylvania | 24 | Finland | 1 |
| Delaware | 2 | France | 5 |
| District of Columbia | 4 | Germany | 4 |
| Maryland | 14 | Great Britain | 8 |
| Virginia | 12 | Haiti | 1 |
| West Virginia | 2 | Hong Kong | 11 |
| North Carolina | 18 | Hungary | 1 |
| South Carolina | 8 | India | 2 |
| Georgia | 4 | Indonesia | 1 |
| Florida | 20 | Israel | 1 |
| Alabama | 1 | Italy | 2 |
| Tennessee | 3 | Ivory Coast | 1 |
| Mississippi | 1 | Jamaica | 1 |
| Kentucky | 5 | Japan | 3 |
| Ohio | 14 | Korea | 10 |
| Indiana | 9 | Mexico | 3 |
| Michigan | 7 | New Zealand | 1 |
| Iowa | 9 | Nigeria | 2 |
| Wisconsin | 7 | Norway | 1 |
| Minnesota | 2 | Pakistan | 2 |
| South Dakota | 0 | Panama | 1 |
| North Dakota | 1 | St. Lucia | 1 |
| Montana | 1 | Saudi Arabia | 5 |
| Illinois | 37 | Senegal | 1 |
| Missouri | 5 | South Africa | 2 |
| Kansas | 1 | Spain | 2 |
| Nebraska | 1 | Switzerland | 1 |
| Louisiana | 2 | Thailand | 2 |
| Arkansas | 2 | Uganda | 1 |
| Oklahoma | 3 | USSR | 6 |
| Texas | 21 | Yugoslavia | 1 |
| Colorado | 10 | Zambia | 1 |
| Wyoming | 2 | | |
| Idaho | 1 | Total International | 110 |
| Utah | 1 | | |
| Arizona | 2 | Total U.S. | 1099 |
| New Mexico | 3 | | |
| Nevada | 2 | SCHOOL TOTAL | 1209 |
| California | 75 | | |
| Hawaii | 3 | | |
| Pacific Islands | 0 | | |
| Oregon | 4 | | |
| Washington | 3 | | |
| Alaska | 0 | | |
| Total U.S. | 1099 | | |

*Based on place of current residence, not citizenship.

| | Girls | Boys | Total |
|-------------------------|-------|------|-------|
| Seniors | 178 | 199 | 377 |
| Uppers | 147 | 171 | 318 |
| Lowers | 148 | 159 | 307 |
| Juniors | 108 | 99 | 207 |
| | 581 | 628 | 1209 |
| Total Boarding Students | | | 932 |
| Total Day Students | | | 277 |
| TOTAL | | | 1209 |

College Matriculations for the Class of 1991

The Class of 1991 applied to 209 colleges and matriculated at 101 colleges and universities.

| College | Admitted | Matriculated | College | Admitted | Matriculated | College | Admitted | Matriculated |
|--------------------------------|----------|--------------|----------------------|----------|--------------|-------------------------|----------|--------------|
| American U. | 8 | 1 | Duke | 20 | 11 | Pomona | 12 | 5 |
| Amherst | 7 | 2 | Eastman Music | 1 | 1 | Princeton | 18 | 12 |
| Antioch | 1 | 1 | Emory | 17 | 1 | Providence | 4 | 1 |
| Babson | 3 | 1 | Georgetown | 34 | 15 | Rice | 4 | 1 |
| Barnard | 11 | 3 | George Washington U. | 8 | 2 | U. Rochester | 13 | 1 |
| Bates | 8 | 2 | Hamilton | 19 | 6 | St. Andrews/Scot. | 4 | 2 |
| Boston College | 20 | 5 | Hampton U. | 4 | 1 | St. Anselms | 2 | 1 |
| Boston U. | 29 | 4 | Harvard | 23 | 15 | St. John's/MD | 1 | 1 |
| Bowdoin | 3 | 2 | Harvey Mudd | 2 | 1 | St. Lawrence | 5 | 1 |
| Bradford College | 1 | 1 | Haverford | 3 | 3 | Sarah Lawrence | 2 | 1 |
| Brandeis | 10 | 4 | Hobart | 2 | 2 | Scripps | 4 | 1 |
| Brown | 31 | 13 | Holy Cross | 6 | 4 | Skidmore | 9 | 4 |
| Bryn Mawr | 6 | 1 | Howard | 4 | 2 | Smith | 5 | 1 |
| U. of California Berkeley | 29 | 8 | College of Idaho | 1 | 1 | U. of Southern Calif. | 11 | 3 |
| UCLA | 12 | 2 | Ithaca | 5 | 1 | Stanford | 16 | 10 |
| U. of California Santa Barbara | 6 | 1 | Johns Hopkins | 21 | 4 | Swarthmore | 3 | 1 |
| U. of California Santa Cruz | 16 | 3 | Kenyon | 6 | 1 | Syracuse | 19 | 4 |
| Caltech | 2 | 1 | Lake Forest | 4 | 1 | U. Texas | 6 | 1 |
| Carleton | 4 | 2 | Macalester | 13 | 1 | Trinity | 13 | 2 |
| Carnegie Mellon | 12 | 4 | MIT | 11 | 3 | Tufts | 17 | 4 |
| U. of Chicago | 12 | 2 | U. of Massachusetts | 26 | 1 | Tulane | 9 | 3 |
| Colgate | 5 | 2 | McGill | 8 | 4 | US Naval Acad. | 1 | 1 |
| Colorado College | 6 | 1 | U. of Michigan | 43 | 7 | Vanderbilt | 5 | 1 |
| U. of Colorado | 9 | 1 | Middlebury | 16 | 8 | Vassar | 30 | 5 |
| Columbia | 20 | 12 | Morehouse | 4 | 2 | U. Vermont | 23 | 9 |
| Concordia/Canada | 1 | 1 | Mount Holyoke | 5 | 3 | Virginia Military Inst. | 1 | 1 |
| Connecticut College | 9 | 1 | U. New Hampshire | 14 | 2 | U. of Virginia | 11 | 3 |
| Cornell | 25 | 7 | New York Univ. | 17 | 3 | Wake Forest | 1 | 1 |
| Dartmouth | 16 | 6 | Northwestern | 22 | 4 | Washington U. | 4 | 1 |
| Denison | 4 | 2 | Notre Dame | 2 | 2 | U. of Washington | 3 | 1 |
| Dickinson | 4 | 1 | Oberlin | 10 | 3 | Wellesley | 8 | 4 |
| Drew | 2 | 1 | Ohio Wesleyan | 3 | 1 | Wesleyan | 29 | 8 |
| | | | U. of Pennsylvania | 20 | 8 | Williams | 8 | 3 |
| | | | Pitzer | 7 | 2 | Worcester State | 1 | 1 |
| | | | | | | Yale | 28 | 15 |



TRUSTEES

DAVID M. UNDERWOOD '54

B.A.
President
elected 1983
elected President 1989
Houston, Texas

DONALD W. MCNEMAR

B.A., M.A., Ph.D.
Clerk
elected 1981
Andover, Massachusetts

FREDERICK W. BEINECKE '62

B.A., J.D.
Treasurer
elected 1980
elected Treasurer 1989
New York, New York

CYNTHIA EATON BING '61

B.A.
elected 1991
New York, New York

STEPHEN BRADNER BURBANK '64

B.A., J.D.
elected 1980
Philadelphia, Pennsylvania

RICHARD LEE GELB '41

A.B., M.B.A.
elected 1976
New York, New York

RICHARD GOODYEAR '59

B.A., LL.B.
elected 1989
Houston, Texas

ELIZABETH PARKER POWELL '56

B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66

B.A.
elected 1988
Washington, D.C.

ALEXANDER B. TROWBRIDGE '47

B.A.
elected 1985
Washington, D.C.

JOHN D. MACOMBER '46

B.A., M.B.A.
elected 1987
Washington, D.C.

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B.A., M.B.A.
President, Alumni Council
elected 1992 for 2 years
Dallas, Texas

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A.B., J.D.
elected 1992 for 4 years
Lexington, Massachusetts

SHELLY D. GUYER '78

A.B., M.B.A.
elected 1992 for 4 years
San Francisco, California

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B.A., LL.B.
Co-Chairman of the Alumni Fund
elected 1992 for 2 years
Greenwich, Connecticut

GERRIT M. KEATOR '57

B.A., M.A.T.
elected 1990 for 4 years
South Londonderry, Vermont

SANDRA A. URIE '70

B.A.
elected 1990 for 4 years
Winchester, Massachusetts

Trustees Emeriti

PHILIP KIRKHAM ALLEN '29

A.B.
1969-1980
Westwood, Massachusetts

WILLIAM WADE BOESCHENSTEIN '44

S.B.
1971-1990
Perrysburg, Ohio

GEORGE BUSH '42

A.B.
1967-1980
Washington, D.C.

MELVILLE CHAPIN '36

A.B., J.D.
1974-1989 (President 1981-1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31

A.B.
1968-1981
Dover, Massachusetts

ROBERT LIVINGSTON IRELAND III '38

A.B., LL.B.
1960-1990
New York, New York

CAROL HARDIN KIMBALL '53

A.B.
1974-1991
Lyme, Connecticut

CHARLES APPLETON MEYER '35

A.B.
1969-1988 (Treasurer 1976-1988)
Lake Forest, Illinois

JOHN USHER MONRO '30

A.B.
1958-1983
Jackson, Mississippi

GERARD PIEL '33

A.B., D.Sc., Litt. D., L.H.D., LL.D.
1969-1985
New York, New York

HEADMASTER'S OFFICE

DONALD WILLIAM MCNEMAR

Headmaster

B.A., M.A., Ph.D.

JOHN BACHMAN

Executive Assistant to Headmaster

A.B., M.A., Ph.D.

OFFICE OF ADMISSION AND FINANCIAL AID

JEANNIE FORD DISSETTE

Dean of Admission

A.B., M.A.

JAMES F. VENTRE

Director of Financial Aid

A.B.

JANE FOLEY FRIED

Senior Associate Dean of Admission

A. B.

ROBERT A. EDWARDS

Associate Dean of Admission

B.A.

WILLIAM LEAHY

Assistant Dean of Admission

B.A.

DEBBY BURDETT

Admission Officer

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DAWN FITZHUGH

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B.A., M.Ed.

MICHAEL D. MCCLEERY

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B.A.

GRACE TAYLOR

Office Manager

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NEIL H. CULLEN

Chief Financial Officer

B.A., M.A., Ph.D.

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B.A., M.A.L.S.

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West Quadrangle South Cluster

B.S., M.S.

LORING GOSFORD KINDER

Flagstaff Cluster

B.S., M.S.T.

DAVID B. POTTLE

West Quadrangle North Cluster

B.A., Ph.D.

PRISCILLA K. BONNEY-SMITH

Associate Dean

B.A., M.A.T., M.A.

OFFICE OF THE DEAN OF FACULTY

HELMUTH W. JOEL, JR.

Dean of Faculty

B.A., M.A., Ph.D.

OFFICE OF THE DEAN OF STUDIES

SUSAN R. MCCASLIN

Dean of Studies

A.B., M.T.S.

HERBERT HARRY MORTON, III

Registrar

A.B.

EDITH L. WALKER

Scheduling Officer, Associate Dean of

Studies

B.A., M.A., C.A.S

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Secretary of the Academy

B.A.

DONALD B. ABBOTT

Associate Director of Capital Development

B.A., B.D.

PETER M. CAPRA

Director of Planned Giving

B.A., M.B.A.

ELIZABETH W. CULLEN

Director of Annual Giving

B.A., M.A.

PATRICIA H. EDMONDS

Director of Capital Development

A.B., A.M.T.

ERIC V. EITEL

Director of Foundation and Corporate Supp

B.A.

LINDA MASON-SMITH

Director of Parent Fund and Parent Affairs

B.A., M.B.A.

JOSEPH B. WENNIK

Director of Alumni/ae Affairs

B.A., M.A.

OFFICE OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT

CATHY L. ROYAL

Dean of Community Affairs and

Multicultural Development

B.A., M.A.

E. ANTHONY ROTUNDO

Associate Dean of Community Affairs and

Multicultural Development

B.A., M.A.T., Ph.D.

ATHLETIC DEPARTMENT

LEON MODESTE

Director of Athletics

B.S.

KATHERINE ANNE HENDERSON

Assistant Director of Athletics

B.S.

FACULTY 1991-92

The date following the name indicates the year the instructor joined the Andover faculty. This reflects the faculty for the 1991-92 school year.

DONALD B. ABBOTT (1991)
Associate Director of Capital Development
B.A. Yale; B.D. Episcopal Theological School

JORDAN ADAIR (1991)
Co-House Counselor
B.A. William & Mary; M.A. Northeastern

ALLEN C. ADRIANE (1989)
Secretary of the Academy
A.B. University of North Carolina

MAX ALOVISETTI (1986)
Director, Psychological Services, Chair,
Psychology Department, Instructor in
Psychology
B.A., M.A. City College of NY; Ph.D.
Univ. of RI

STEPHEN S. ANDERSON (1991)
Instructor in Biology
B.A. Susquehanna University; M.S.
Bucknell; M.A.T. Cornell

STEVEN ANKNER-MYLON (1989)
Instructor in Physics
B.S., B.A. Tufts

JORGE ARTETA (1986)
Instructor in Spanish
B.A. Tufts; M.A. Middlebury

ELIZABETH G. AUREDEN (1991)
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT B. J. AVERY (1976)
Dean of Pine Knoll Cluster, Instructor in
Religion and Philosophy on Margaret &
Maurice Newton Teaching Foundation
S.T.L. Gregorian; S.T.D. Academia
Alphonsiana, Rome

JOHN E. BACHMAN (1987)
Executive Assistant to Headmaster
A.B. Johns Hopkins; M.A. Wesleyan;
Ph.D. American University

DONALD H. BADE (1975)
Comptroller
B.B.A. University of Wisconsin

CARROLL WESLEY BAILEY (1970)
Instructor in English on the Frederick W.
Beinecke Teaching Foundation
A.B., J.D. University of Pittsburgh

LESLIE BALLARD (1973)
Instructor in Chemistry and Biology
B.A. Sarah Lawrence; M.A.T. Harvard

SETH B. BARDO (1981)
Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY (1980)
Instructor in Mathematics
B.A. Carleton; M.Div. Yale

YOLANDE BAYARD (1973)
Instructor in French
B.S., M.A. Central Connecticut State
College

AUDREY NYE BENSLEY (AA 1965)
Instructor in Art

GORDON GILMORE BENSLEY (1949)
Instructor in Art
A.B. Yale

LOUIS M. BERNIERI (1977)
Director Andover Breadloaf Writing
Program, Instructor in English
A.B. Harvard; M.A. Middlebury

GEORGE WILLIAM BEST (1958)
Instructor in Mathematics on the John
Mason Kemper Foundation
B.S. Union College; M.A. Boston
University

CARL BEWIG (1986)
Director of College Counseling
B.A. Oberlin College; M.A. Ed.
Washington University (St. Louis)

WENDY L. BEWIG (1991)
Instructor in Russian
B.A. Brown

KATHRYN A. BIRECKI (1984)
Athletic Trainer
B.S. Central Connecticut State University

PRISCILLA KEENE BONNEY-SMITH
(1974)
Associate Dean of Residence, Psychological
Counselor
A.B. Bates; M.A.T. Brown; M.A. Lesley
College

JOANNE Y. BORLAND (1984)
School Physician
A.B. Bryn Mawr; M.D. Harvard

JAMES W. BRADLEY (1990)
Director, Robert S. Peabody Museum
B.A. Allegheny College; M.A., Ph.D.
Syracuse University

CAROLE BRAVERMAN (1979)
Instructor in English
B.A. Brooklyn; M.A. Purdue

CAROLYN B. BRECHER (1974)
Instructor in Modern Dance, Assistant in
Audio-Visual
A.B. Bard

NANCY B. BROTHER (1981)
Director of Academic Counseling Program
B.S. University of Nebraska; Ed.M.
University of Lowell

MICHAEL BROWN (1986)
Technical Director Theatre Department

PAMELA BROWN (1980)
Director of Academic Counseling
B.A. Penn State; M.Ed. Boston College;
L.D. Certificate Curry College

DEBORAH E. BURDETT (1991)
Admission Officer
B.A. University of Virginia

PETER M. CAPRA (1989)
Director of Planned Giving
B.A. Yale University; M.B.A. New York
University

LINDA M. CARTER (1990)
Instructor in English
B.A. Vassar

STEPHEN DOUGLAS CARTER (1980)
Instructor in Mathematics
Sc.B. Brown; M.A.L.S. Wesleyan

A. JOHN PATTEN CHIVERS (1960)
Instructor in German
A.B. Wesleyan; A.M. Middlebury

ANDREW J. CLINE (1979)
Instructor in Mathematics
B.A. College of Wooster; M.A.L.S.
Wesleyan

DAVID OWEN COBB (1968)
Chair Department of English, Instructor in
English on the Elizabeth Milbank
Anderson Foundation
A.B. University of Maine; A.M.
Middlebury

MI S. COGLIANO (1989)
Chair, Chemistry Department, Instructor in
Chemistry
B.S., M.S. University of Stockholm

THOMAS EDWARD CONE, III (1966)
Instructor in Biology
B.S. Trinity; M.A.T. Brown

CHRISTOPHER CAPEN COOK (1964)
Instructor in Art
A.B. Wesleyan; M.F.A. University of
Illinois

DOUGLAS EVERETT CRABTREE
(1971)
Instructor in Mathematics on the Jonathan
French Foundation
A.B. Bowdoin; M.A. Harvard; Ph.D.
University of North Carolina

ROBERT LEE CRAWFORD (1971)
Instructor in History and Social Science
B.A. Northwestern; S.T.B. The General
Theological Seminary; M.A.
University of Pennsylvania

ELIZABETH W. CULLEN (1987)
Director of Annual Giving
B.A. University of Rochester; M.A.
Cornell

NEIL H. CULLEN (1986)
Chief Financial Officer
B.A. University of Rochester; M.A.
Cornell; Ph.D. Michigan State
University

ROSEMARY T. CURRAN (1990)
Instructor in Religion and Philosophy
B.A. Marylhurst, M.A. University of San
Francisco, Ph.D. Fordham University

MARGARITA CURTIS (1986)
Instructor in Spanish
B.A. Tulane; B.S. Mankato State Univ.;
M.S. Harvard University

KATHLEEN MARY DALTON (1980)
Instructor in History and Social Science on
Cecil F.P. Bancroft Teaching Foundation
B.A. Mills; M.A., Ph.D. Johns Hopkins

JEANNIE FORD DISSETTE (1985)
Dean of Admission on the Joshua Lewis
Miner, III Deanship of Admission
Foundation
B.A., M.A. University of Pennsylvania

GEORGE MACNAMARA DIX (1972)
Chair Department of Spanish; Instructor in
Modern Languages
A.B. Brown; A.M. Middlebury

KATHRYN A. DOLAN (1990)
Instructor in Athletics
B.S. University of New Hampshire

PETER L. DRENCH (1987)
Associate Dean of Admission, Instructor in
History and Social Science
B.A. Cornell Univ.; M.A. Tufts
University

PAULA F. DREWNIAKY (1981)
Instructor in Mathematics on Lumpkin
Family Bicentennial Instructorship
A.B. Smith; M.A.L.S. Dartmouth

GEORGE HOWARD EDMONDS (1961)
(on leave)
A.B. Amherst; Ed.M. Harvard

PATRICIA HOPE EDMONDS (1974)
Director of Capital Development
A.B. Mount Holyoke; A.M.T. Radcliffe

MARLYS A. EDWARDS (1990)
Instructor in English
B.A. Brooklyn College

ROBERT EDWARDS (1986)
Associate Dean of Admission
B.A. Howard University

ERIC V. EITEL (1989)
Director of Foundation & Corporate Support
B.A. Siena College

ADA M. FAN (1983)
Instructor in English
B.A. Harvard-Radcliffe; M.S. Boston
University; M.A., Ph.D. University of
Rochester

SUSAN FAXON (1986)
Curator of Adaption Gallery on the Robert
M. Walker Foundation for Curator/Art
Historian
B.A. Smith College; M.S. Columbia
School of Architecture

MIMI S. FERRELL (1991)
Instructor in Dance
B.A. University of Michigan

MARION FINBURY (AA 1969)
Associate Director of College Counseling
A.B. Vassar

KENNETH S. FISHER (1991)
Instructor in Biology
B.A. Dartmouth; M.A.T. Brown

DAWN A. FITZHUGH (1991)
Admission Officer
B.A. Wesleyan; M.ed. Cambridge
College

DANA L. FLEMING (1991)
Instructor in German
B.A. U.C. San Diego; M.A. M. Phil. Yale

JANE FOLEY FRIED (1991)
Senior Associate Dean of Admission
B.A. Bowdoin

SUSAN B. FUGLIESE (1989)
Assistant Director of Annual Giving
B.A. Colby-Sawyer College

SHAWN FULFORD (1989)
Instructor in Mathematics
B.S. William and Mary; M.A. Duke
University

EVERETT GENDLER (1977)
Jewish Chaplain, Instructor in Religion and
Philosophy
B.A. University of Chicago; M.H.L.
Jewish Theological Seminary

EDWARD B. GERMAIN (1979)
Instructor in English
B.A., M.A., Ph.D. University of Michigan

ELLEN M. GLOVER (1991)
Instructor in Mathematics
B.A. Mt. Holyoke; M.ed. Harvard

LYDIA BUTLER GOETZE (1980)
Instructor in Biology
A.B. Radcliffe; M.A.T. Johns Hopkins

JOHN ALLEN GOULD (1982)
Instructor in English
B.A. Williams; M.A. Indiana University

MARY FULTON GRAHAM (1985)
Instructor in English
B.A. Mount Holyoke; M.A. University of
Virginia; Ph.D. University of New
Hampshire

MAXINE S. GROGAN (1989)
Dean of Summer Session
B.A. Merrimack

RICHARD K. GROSS, S.J. (1981)
Roman Catholic Priest, Instructor in History
and Social Science and Religion and
Philosophy, Co-Director of Community
Service Program
A.B. Boston College; M.A. London
School of Economics;
M.Div. Weston School of Theology

CHRISTOPHER JUDE GURRY (1974)
Instructor in History and Social Science on
the Martha Cochran Foundation
A.B. Harvard; M.A. Tufts

KIMBERLY L. HAGIN (1990)
Instructor in Mathematics
B.A. Pomona College

WOODRUFF WENDELL HALSEY, II
(1986)
Executive Director of School Year Abroad
A.B. Princeton; M.A. Middlebury

THOMAS ROBERT HAMILTON (1969)
Chair, Biology Department, Science
Department Convener, Instructor in
Biology
B.S. Tusculum College; M.S. University
of Pennsylvania; M.A.T. Brown,
Ph.D. Ball State University

YUAN HAN (1988)
Chair Department of Chinese, Instructor in
Chinese, Director Harbin Program
B.A. Shanghai Foreign Language
Institute; M.A., Ph.D. Ohio State
University

FRANK LEE HANNAH (1968)
Instructor in Mathematics
A.B., A.M. Dartmouth

KIM D. HEELAN (1991)
Co-House Counselor
B.A. Smith

KEVIN P. HEELAN (1983)
Chair Department of Theater, Instructor in
Theater
B.A. St. Mary's College of Maryland;
M.F.A. Smith

BEVERLY W. HENDERSON (1988)
Director of Public Information
B.A. Brandeis University

KATHERINE ANNE HENDERSON
(1984)
Assistant Director of Athletics
B.S. State University of New York; M.A.
University of New Hampshire

GARY HENDRICKSON (1986)
Instructor in English
B.A. Merrimack

VICTOR WILLIAM HENNINGSEN, III
(1974-79, 1985)
Instructor in History and Social Science
B.A. Yale; A.M. Stanford; Ed.M., Ed.D.
Harvard

- HENRY LYNN HERBST (1972)
Instructor in French
A.B. Hamilton; A.M. University of Pennsylvania
- SALLY CHAMPLIN HERBST (1974)
Instructor in French
A.B. Mount Holyoke; M.A. Tufts
- JENNIFER BOND HICKMAN (1985)
Instructor in Physics and Astronomy
B.A. Wellesley; M.N.S. Worcester Polytech Institute
- ALOYSIUS JOHN HOBAUSZ (1968)
Director of the Audio-Visual Center
S.B. Puskas Telecommunication Institute, Budapest
- THOMAS SALKALD HODGSON (1977)
Chair Department of Philosophy and Religious Studies, Instructor in Religion and Philosophy
B.A. Williams; M.A. Yale
- CHENG-YU HUANG (1986)
Instructor in Mathematics
B.A. Shanghai Univ.; M.A. Ohio State Univ.
- CAROL ISRAEL (1985)
Psychological Counselor, Assistant Director of Psychological Services, Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago
- MARGARET N. JACKSON (1983)
Instructor in Psychology, Psychological Counselor
B.A. State University of New York (Binghamton); M.Mus. Manhattan School of Music; M.A., Ph.D. Long Island University
- HELMUTH W. JOEL, JR. (1985)
Dean of Faculty, Instructor in English
B.A. Dickinson; M.A., Ph.D. University of Pennsylvania
- PENNY P. JOEL (1986)
House Counselor
B.A. Dickinson College
- JENNIFER JOHNSTON (1990)
Director of Social Functions
B.A. Mount Holyoke
- BYRON JONES (1991)
Instructor in Chemistry
B.Sc., M.Sc. University of Wales; Dip.Ed. University of Melbourne
- SUZY C. JOSEPH (1980)
Instructor in French
Licence Anglais, La Sorbonne; M.A. Indiana University
- PAUL KALKSTEIN (1970)
Instructor in English on the William M. Newman Teaching Foundation
A.B. Princeton; M.A.T. Yale
- CAROLYN E. KELLY (1986)
Instructor in English
B.A. Yale College; M.A. Simmons College
- KAREN A. KENNEDY (1985)
Assistant to the Athletic Director and Instructor in Physical Education
B.S. Springfield College
- CRISTINA SUAREZ KERESKES (1986)
Instructor in Chemistry
B.S., M.S. Purdue University
- LORING GOSFORD KINDER (1984)
Dean of Flagstaff Cluster, Instructor in Mathematics
B.S. St. Lawrence University; M.S.T. University of New Hampshire
- NICHOLAS VAN HOUTEN KIP (1968)
Instructor in Classics
A.B. Princeton; M.A. Trinity
- MARC DANA KOOLEN (1974)
Dean of West Quadrangle South Cluster, Instructor in Biology
B.S. St. Lawrence; M.S. Purdue
- GEORGES NICOLAS KRIVOBOK (A.A. 1969)
Instructor in French and Russian
B.A. Swarthmore; M.A. Middlebury
- CARL EDWARD KRUMPE, JR. (1960)
Instructor in Classics and History on the Alfred Ernest Stearns Teaching Foundation
A.B. Wabash College; A.M. Brown
- ELIZABETH KRUMPE (1981)
House Counselor, Hostess at Cooley House, Academic Advisor
B.A. Radcliffe; M.A. Harvard
- DOUGLAS J. KUHLMANN (1983)
Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern
- MICHAEL J. KUTA (1983)
Instructor in Physical Education, Head Athletic Trainer
A.S. Berkshire Community College; B.A. Northeastern
- WILLIAM D. LEAHY (1991)
Assistant Dean of Admission
B.A. Boston University
- DOROTHY K. LIFFMANN (1991)
Director, Information Services
B.A. Georgia State
- JOHN C. LIN (1988)
Instructor in English
B.A. Carleton College; M.A. Middlebury College; M. Phil. Oxford University
- JANICE M. LISIAK (1989)
Director of Academic Computing
B.A. Carlow College; M.A. Lesley College
- MARIA LITVIN (1987)
Instructor in Math
M.S. Moscow School of Education
- BARBARA E. LIVINGSTON (1991)
Protestant Chaplain
B.S. Colby-Sawyer; M.Div. Boston University School of Theology
- ROBERT ANDREW LLOYD (1962)
Instructor in Art on the Independence Teaching Foundation Endowment
B.A. Harvard; M.Arch. Harvard Graduate School of Design
- SUSAN MCINTOSH LLOYD (A.A. 1968)
Instructor in History and Social Science and Music on the Marguerite Capen Hearsey Instructorship, Director of Urban Studies Institute
A.B. Radcliffe; M.A.T. Harvard
- PETER A. LORENCO (1983)
Instructor in Music
- THOMAS TOLMAN LYONS (1963)
Instructor in History and Social Science on the Independence Teaching Foundation
B.A., M.A.T. Harvard
- NORMA JEAN MABRY (1983)
Instructor in French
B.A. Middlebury
- JOHN R. MAIER (1987)
Instructor in Spanish
B.A. Ohio Wesleyan; M.A. Minnesota; Ph.D. Wisconsin
- TEMBA MAQUBELA (1987)
Instructor in Chemistry
B.S. Ibadan University
- VUYELWA MAQUBELA (1987)
House Counselor
B.A. Fort Hare University
- LINDA MASON-SMITH (1991)
Director of Parent Fund and Parent Affairs
B.A. Middlebury; M.B.A. Simmons
- HARRISON F. MCCANN (1976)
Resident Director, School Year Abroad in Spain
B.A. Williams; M.A. Middlebury
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- MARY J. MCCARTHY (1978)
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- SUSAN R. MCCASLIN (1977-1981, 1985)
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THOMAS E. MCGRAW (1983)
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- NINA S. SCOTT (1990)
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- WILLIAM W. SCOTT (1987)
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B.A. Wellesley; M.C.R.P. Harvard
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- LISA JOHNSON SVEC (1986-89, 1990)
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- WILLIAM E. THOMAS (1974)
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- CRAIG THORN, IV (1982)
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- SHIRLEY A. VEENEMA (1979)
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- J. PETER WATT (1988)
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B.A. University of Massachusetts

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Wisconsin

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J. PHILIP ZAEDER (1977)
Protestant Chaplain, Instructor in English
on the Samuel Harvey Taylor
Foundation
B.A., M.Div. Yale

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Teaching Fellow in Spanish
B.A. University of North Carolina

ROBERT J. CHARLES
Teaching Fellow in Chemistry
B.A. Connecticut College

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A.B. Harvard-Radcliffe

TODD J. FLETCHER
Teaching Fellow in English
A.B. Harvard

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JULIA A. MCCLEERY
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B.A. Georgetown University

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RAJ MUNDRA
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B.A. Brandeis

JON R. PEDICINO
Teaching Fellow in Physics
B.A. Dartmouth

DAVID S. SAMPLINER
Teaching Fellow in Philosophy and Religious
Studies
B.A. Yale

Faculty Associates

BARBARA CATAUDELLA
Hostess at the Underwood Room

THOMAS B. EATON
Intern in Technical Theater

MARY FRANCES GALLAGHER
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B.A. Coker College; M.A. Xavier
University of Ohio; M.L.S. University
of South Carolina

AGATHA L. GIGLIO
Nutritionist, Isham Infirmary
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Abbot Academy Emeriti

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Director of Food and Housing, Emerita
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Weston, Vermont, 1933-36, 1939-70

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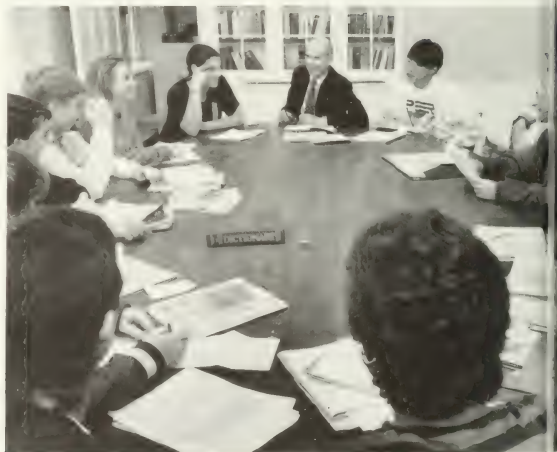
HELEN M. ECCLES A.B.
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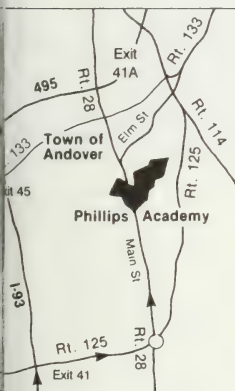
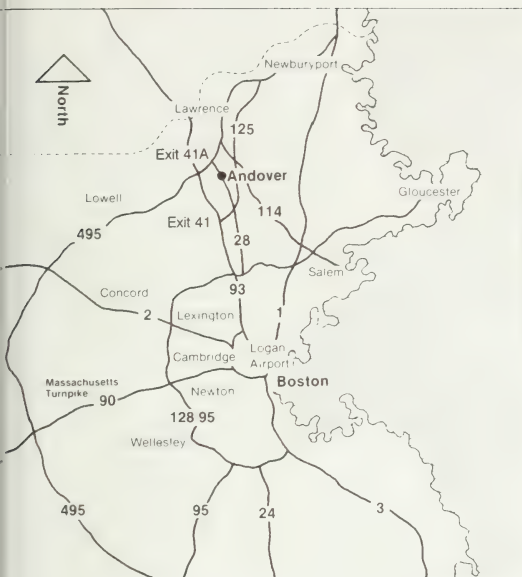
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1972-1991

JOHN RICHARD LUX, M.S. Ed.
Instructor in Mathematics, Emeritus
Andover, Massachusetts, 1949-1991

HAROLD HOLMES OWEN, M.A.
Instructor in Theater & English, Emeritus
Camden, Maine, 1955-91

CRISTINA ALONSO RUBIO
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Madrid, Spain, 1965-1991





Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

Boston Marriott Andover
123 Old River Road, Andover
(508) 975-3600 (At Rte. 93)
(800) 228-9290

Courtyard by Marriott
10 Campanelli Drive, Andover
(508) 794-0700 (Next to Marriott Hotel)
(800) 321-2211

Econo Lodge
Winthrop Avenue, Lawrence
(508) 686-9411

Hampton Inn
224 Winthrop Avenue, Lawrence
(508) 975-4050 (Rte. 114 at Rte. 495)

Hedrick's Bed and Breakfast
(508) 475-3698

Holiday Inn - Tewksbury/Andover
(508) 640-9000 (Rte. 495 & Rte. 133)

TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Summer Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A marked Andover and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-9577 for up-to-date information.

Lowell Hilton
50 Warren Street, Lowell
(508) 452-1200

Merrimack Valley Motor Inn
Route 125, Chickering Road, North Andover
(508) 688-1851

Tage Inn
131 River Road, Andover
(508) 685-6200 (at Rte. 93)
(800) 322-8243

Residence Inn by Marriott
Andover Street, Tewksbury
(508) 640-1003 (Off Rte. 495)

Rolling Green Inn
311 Lowell Street, Andover
(508) 475-5400 (Junction Rtes. 93 & 133)

Susse Chalet
1695 Andover Street, Tewksbury
(508) 640-0700 (Rte. 133 & 495)



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The material in this catalog is intended to provide general information concerning Phillips Academy, Andover, rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

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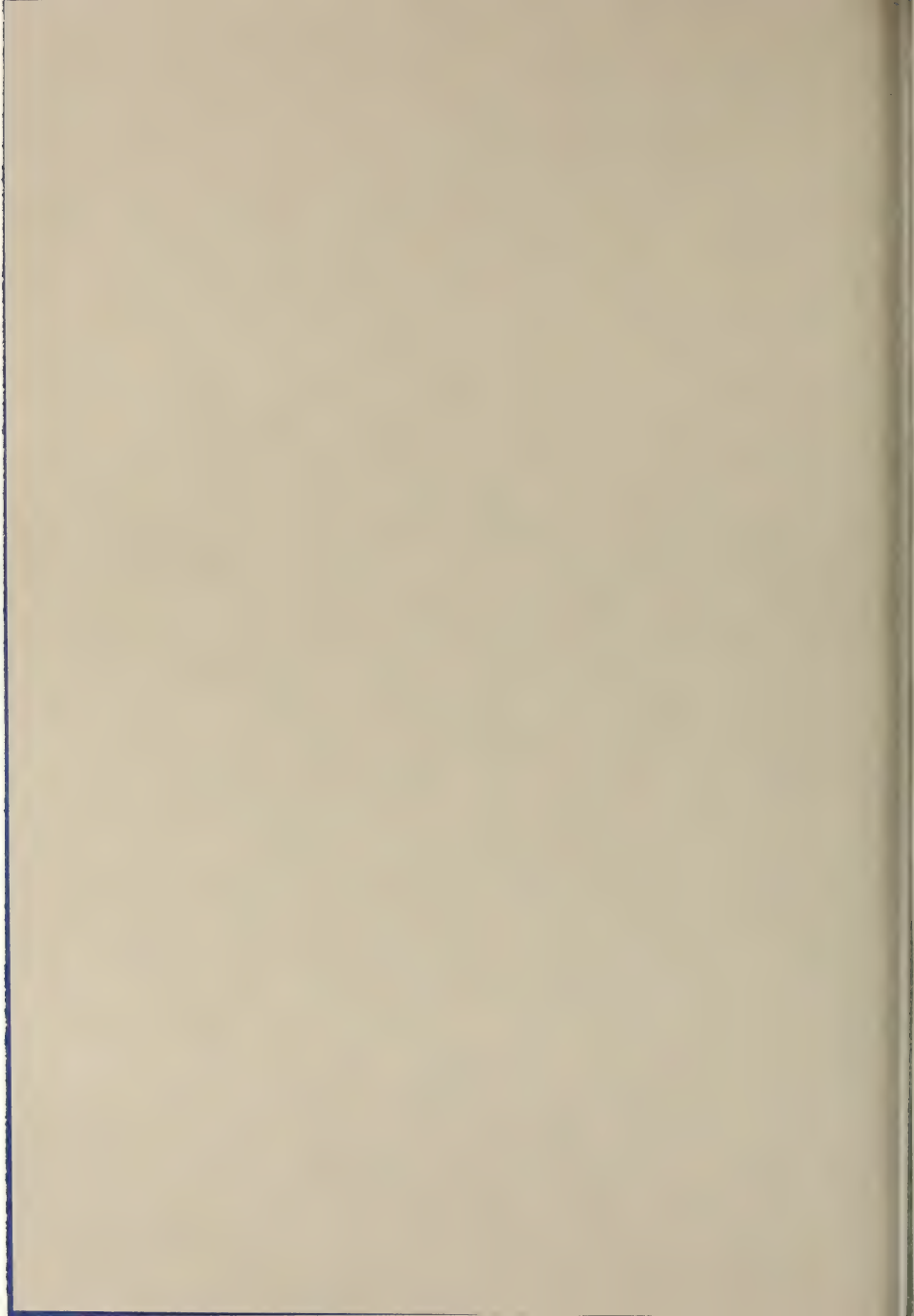
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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS 01810 508/749-4050

Andover
Course of Study
1993-94

Phillips Academy
Andover, Massachusetts 01810



1993-94 Course of Study

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Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an Academic Advisor, who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. Students should familiarize themselves with the Academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week classes are scheduled to meet according to varying patterns: some for four forty-five minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Chinese, Greek, Italian, Latin, and Russian. These 10-20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10-20 course as a diploma requirement. Seniors with a demonstrated language weakness may take a three-term sequence in *Etymology (Classics 31)*, *Structure of Classical Languages (Classics 35)*, and a modern language 13 course. This sequence fulfills the language requirement with permission of the Division Chair.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A & AB), Economics (2), English Language and Literature, European History, French Language & Literature, German, Government & Politics (2), Latin (2), Mathematics (AB & BC), Music Listening, Music Theory, Physics (B & C), Psychology, Spanish Language & Literature.

Independent Projects

Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Being granted an Independent project requires the availability of a faculty mentor to supervise the project, a favorable evaluation of the merits of the proposal, and final decision by the Dean of Studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs and opportunities. *Participation in any of these requires the prior permission and approval of the Dean of Studies.*

The Washington Intern Program, in which Andover joins with Exeter, allows a group of Upper Middlers and Seniors to spend the Spring term living together in Washington and working in the offices of U. S. Senators and Congressmen. (See the History section.)

The Mountain School Program of Milton Academy is a trimester-long program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300 acre farm in Vermont. Phillips Academy students may participate Fall Term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on The Mountain School farm which supplies most of the food and heat for the school.

Uppers may also participate in The Maine Coast Semester during the fall. Students continue their academic courses, but during afternoon hours engage in physical work and challenges, and study coastal ecology, within the small school community.

Selected students enrolled in Spanish may elect a Residential Winter Term in Madrid, Spain, as part of an exchange program.

Selected students of French may participate in a Fall Term exchange in Paris, France, or may spend the Winter Term in Antibes, France, attending local schools and living with a family in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Peoples Republic of China, Ivory Coast, or Russia.

In addition to school-sponsored programs, the trimester plan provides an opportunity for individual Seniors to arrange off-campus projects related to their special interests. Development of such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements and also free a block of time

during the appropriate term. Participation in any off-campus project or program must be approved by the Dean of Studies.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families, while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their Academic Advisor or the Dean of Studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chairman of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents to understand the curriculum, and to show the major decisions, and their consequences, which face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term are occasionally advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about 9 hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard 4 to 5 hours of homework per week.

Academic Advising

Each student has an Academic Advisor; this member of the faculty is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations—insofar as they can be identified—are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude tests, and character and personal development.

The Advisor meets with the new student during the Orientation prior to the opening of school in September to review and approve the course selec-

tions which the student has made during the summer or spring. Subsequently the student meets with his or her Advisor midway through each term to make or confirm course selections for the upcoming term and to review long-term plans.

In addition to the Academic Advisor, the House Counselor or Day Student Counselor must also approve the student's course selection for each trimester. From time to time during the academic year, the Counselor will report to parents concerning the student's growth and progress. Late in the spring students in the three lower classes and their respective Academic Advisors will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The Academic Advisor will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on Probation or under Suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, three trimester credits in United States History, plus an additional trimester course in history taken at the Upper Middle or Senior level, a full-year course in a laboratory science, plus an additional three trimesters of science, one trimester of art (usually *Visual Studies-Art 10*), one trimester of music (usually *The Nature of Music-Music 20*), and nine of English—these to include *English 100* (for ALL entering Juniors), a yearlong course of competence in writing and reading and a three-trimester sequence of general literature.

There are some changes in the diploma requirements which are effective for four-year members of the class of 1996 and 1997, and thereafter: students must earn two trimester credits in art, two in music, six in history, and all must complete two yearlong laboratory science courses. Starting with the Class of 1996, three-year students must earn a total of three credits in art and music, with at least one in each area.

In order to be eligible for a diploma all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower Middlers must pass *Physical Education 10* in addition to required athletics; all three and four-

ear students must pass, prior to graduation, a one-semester course offered by the Department of Philosophy and Religious Studies. Entering Upper Middlers need pass only one trimester of either art or music at the Academy. Some modifications of the language requirement are made for entering Upper Middlers and Seniors. Entering Seniors with 10-20 previous foreign language experience must pass a 10-20 course in a foreign language or an equivalent yearlong sequence in language structure. A Senior must earn a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Independent projects are counted as graded courses.

credits (trimester) required for the diploma are:

| | |
|----------------------|------|
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Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the Faculty has voted the following guidelines, which are in addition to the Diploma Requirements listed above. These represent what the Faculty *strongly urges* students to do. The Academic Advisors recognize that there will always be some acceptable student programs which do not follow these guidelines.

All students, including Seniors, normally carry three courses each term, but students who take at least three courses which have been designated 'advanced' or honors courses may carry a four-course program. (See below.)

All Juniors and Lower should take English, mathematics, and foreign language every term.

By the end of Lower year each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of Art, Music, or Theatre.

All three-and four-year students will be advised to take more than the minimum diploma requirements in the arts (Art, Music, Theatre and Dance).

Advanced Courses

The following have been designated advanced courses (see guideline above): Art: 29 level and above; English: 400 level and above; Foreign Language: 40 level and above; History: 50 level and above, plus 40 level courses not being taken to meet diploma requirements; Mathematics: 51 and above; Music: 40 level and above; RelPhil: 40 level and above; Sciences: 50 level and above; Theatre: 51 & 52.

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a Course Selection form, indicating the courses that they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some *initial* specialized courses in English and U.S. History in which language proficiency is less necessary. (See the introductory paragraphs for the English and History sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door to others.

JUNIOR YEAR

Each trimester a Junior must take six courses; two of these meet only three times per week. All will take *History 10*; about half the class will take *Art 11*, and the other half *Music 21*. Those taking art will be required to take *Music 20* during the Lower year and one other term of music prior to graduation; those who take music will take *Art 10* during the Lower year plus one additional term, usually *Art 15*. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

- | | |
|---------------------|--|
| 1. Math | enter the sequence by placement of the department; |
| 2. Foreign Language | begin sequence (usually a yearlong course at the 10-level); |
| 3. English | <i>English 100</i> |
| 4. History | <i>Social Science 10</i> |
| 5. Arts | <i>Art 11</i> or <i>Music 21</i> |
| 6. Elective | Classics, Computer, another Language, Physical Education, RelPhil, Science, Study Skills, Theatre. |

LOWER MIDDLE YEAR

Each trimester a Lower Middler must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the Spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

- | | |
|---------------------|--|
| 1. Mathematics | (usually <i>Mathematics 19</i> or <i>Mathematics 21</i>); |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | enter sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Mathematics, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Returning Students

- | | |
|---------------------|--|
| 1. Mathematics | continue sequence (usually <i>Mathematics 21, 22, 32</i>); |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Mathematics, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre. |

Returning Lowers who took *Art 11* as a Junior must take *Music 20* during the Lower year; those who took *Music 21* must take *Art 10*.

Students wishing to participate in the *School Year Abroad Program* during their Upper Middle or Senior year should discuss these plans with their Academic Advisor and seek guidance for the selection of courses for the Lower Middle Year. Participation in any off-campus project or program must be approved by the Dean of Studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior Years, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in the June of their Upper Middle Year. Some also take the CEEB Advanced Placement Tests in May of their Upper Middle Year. As a matter of general policy Academic Advisors encourage "depth" in the selection of courses for the Upper Middle Year. In selecting courses students are reminded to check the diploma requirements. An upper's program should resemble the following outline.

New Students

- | | |
|---------------------|---|
| 1. Mathematics | enter the sequence by placement of the department; |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | begin sequence (<i>English 301, 310</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre |

Returning Students

- | | |
|---------------------|---|
| 1. Mathematics | continue the sequence (usually <i>Mathematics 34, 35, 36</i>); |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue the sequence (<i>English 300, 310</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, another English, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre. |

Participation in any off-campus project or program must be approved by the Dean of Studies.

SENIOR YEAR

During the Upper Middle Year and the Senior Year, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected only as a fifth course; however, an Independent Project, though marked on a Pass/Fail basis, is counted as a graded course.

A Senior must earn a minimum of twelve graded trimester credits during the Senior Year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements (International students: see page 5). A Senior's program should resemble the following outline.

New Students

- | | |
|---------------------|--|
| 1. Mathematics | enter the sequence by placement of the department; if the requirement is not yet satisfied enter <i>Mathematics 39 or 40</i> ; |
| 2. Foreign Language | enter the sequence by placement of the department if the requirement is not satisfied; |
| 3. English | as placed by the department; usually <i>English 407 or 408</i> ; |
| 4. Elective | Art, Computer, another English, History, another Mathematics, a |
| 5. Elective | 10-20 Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre. |

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students take English electives at the 400 and 500 level each term.

Course Enrollments and Cancellations

The School reserves the right to cancel, at any time up to the 3rd day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the School has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain written permission from his or her Academic Advisor, then make an appointment with the Scheduling Officer in George Washington Hall to complete the process. No student may transfer into a class without an official transfer slip signed by the Scheduling Officer. Transfers into term-contained courses must take place during the first six calendar class days of the term. No course may be dropped after the end of the third week of classes of any term. Students wishing to drop year-long or T2 courses prior to the normal end of the course, and after the first six calendar class days of the course, may do so only by gaining the approval of a group of five: the Department Chairman, the Dean of Studies, the student's House Counselor, Academic Advisor, and Instructor. Credit is granted at the discretion of the Department Chair and only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only Cluster Deans may give permission to extend weekend time, and they may do so without consulting Instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination, although it is often advisable for the student to repeat the course. Spring Term Senior Failures may be made up only following Commencement.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1993-94 as follows:

| | |
|------------|---|
| October 16 | PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) |
| November 6 | SAT/ACH |
| December 4 | SAT/ACH |
| January 22 | SAT/ACH |
| June 4 | SAT/ACH |
| May 4-20 | AP (Advanced Placement Examinations) |

NOTE: Most students should plan to take the June 4 exams at a test center near their home, not on campus.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and IBM compatible computers. The center is open during the regular operating hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the School and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the Computer Center.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Mathematics 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 26-123*). A number ending in a single digit "1", "2", or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name (Example: *Physics 52-12 (Advanced Placement Physics (T2))*). Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chairman required, etc.

Beside each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

| Final Digit: | Indicates: |
|--------------|--|
| 0 | Yearlong course |
| 1 | Course offered in Fall Trimester |
| 2 | Course offered in Winter Trimester |
| 3 | Course offered in Spring Trimester |
| 4 | T2 course offered in Fall and Winter |
| 5 | T2 course offered in Winter and Spring |

COURSE DESCRIPTIONS

Art

The Arts and Communication Center building is scheduled for complete redesign and renewal with a projected completion date of January 1995. Over the course of this project, the art curriculum will be in transition. Some courses may not be offered and others will be modified in scope and content.

The 1993-94 diploma requirements in Art are as follows: Juniors (Class of 1997) will take either a yearlong course in Art (*Art 11-0*) or a yearlong course in Music (*Music 21-0*); those who take Art as a Junior must take two trimesters of Music during the subsequent three years; those who take Music as a Junior must take *Visual Studies 1* and *2* (*Art 10* and *Art 15*).

Entering Lowers (Class of 1996) must take a total of three trimesters of Art and Music, selecting two trimesters in one area and one trimester in the other; all must take *Art 10*, and *Art 15* if a second term of art is elected. Entering Uppers must take a trimester course in Art (*Art 10*) or Music. Entering Seniors have no diploma requirements in Art but must complete *Art 10* before taking an Art elective.

Completion of the diploma requirement is the prerequisite for all elective courses in Art. Exemption from this prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chairperson of the Art Department in collaboration with the teacher of the course which the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, three-dimensional work (slides or photographs are acceptable), and photography.

The College Entrance Examination Board offers students the opportunity to gain Advanced Placement in Studio Art in many colleges and Art Schools, thus enabling a student to by-pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in Advanced Placement should enroll in *Art 45* and two subsequent terms in Art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26*, and *Art 36*.

With the exception of *Art 40*, no Art course, if failed, can be made up by examination.

Students should expect to help pay for art materials. Cameras are available for loan to scholarship students taking photography.

INTRODUCTORY STUDIO COURSES

10-1 (0101) Visual Studies 1

10-2 (0102)

10-3 (0103)

Five prepared class periods. The course explores ways in which visual experience of the real world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, tone, texture, color and perspective in communicating through drawing, painting, collage and photography. Print media, photography, advertising and art provide a context for discussion and comparison of students' efforts.

15-2 (0152) Visual Studies 2

15-3 (0153)

Prerequisite: *Art 10*. Five prepared class periods. As a sequel to *Art 10*, the course explores two areas of study: 1) sequences in time of still and moving images: visual books, film, video and computer graphics; and 2) functional objects in the real world: furniture, architecture, sculpture and machines. Students will write, shoot and edit videotapes, with the focus on cogent, original communication; and they will design and make three-dimensional objects, with the focus on such concepts as durability, economy, function, scale and integration with the natural environment. Students will view and discuss examples of film, video and three-dimensional design to complement their own creative activities.

11-0 (0110) Visual Studies for Juniors
(a yearlong commitment)

Three prepared periods; two trimester-credits. Students work with the languages of vision through drawing, photography, video, color studies, and two- and three-dimensional design. Through projects and discussion, students focus on their own creative work and visual examples from the world. The course will fulfill the diploma requirement in art.

12-1 (0121) Photo 1

12-2 (0122)

12-3 (0123)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. This introductory course is designed for absolute beginners and students with some experience in black and white photography. The first half of the course emphasizes craft control: camera use, film developing, print making and presentation techniques. The second half of the course highlights photographic seeing and aesthetic issues: subject selection, formal composition and point of view. Class meetings include demonstrations, exercises, group critiques, slide presentations and discussions. A camera (35 mm. or 2 1/4) with manually controlled speed, aperture and focus is required. (Scholarship students may borrow cameras from the school.) Classes meet four times a week with five hours of preparation. Evening labs are offered for conferences with the teacher. This course may be bypassed by students with previous experience through the presentation of a portfolio. (Mr. Wicks, Ms. Harrigan)

14-2 (0142) Introductory Ceramics

14-3 (0143)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. Four classes per week plus evening studios. Basic techniques of hand-building, wheel-throwing, and glazing. Emphasis on the sculptural as well as the functional possibilities of clay. At least one raku firing each term, or a similar special project.

19-2 (0192) Beginning Painting

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. An introduction to the basic elements of painting in oil and acrylics. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing and blending. Issues of form/space relationships and composition are addressed in balance with student's need for self-expression. Class critiques, discussion and visits to the Addison Gallery complement and enhance the actual painting process.

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. *Visual Studies* (Art 10), or fulfillment of the diploma requirement in Art, is a prerequisite for all intermediate courses. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

3-123 (0231) Drawing and (0232) Two-Dimensional Design (0233)

Prerequisite: *Visual Studies* (Art 10), or fulfillment of the diploma requirement in Art. The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen, and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. Shertzer)

4-23 (0242) Three-Dimensional Design (0243)

Prerequisite: *Visual Studies* (Art 10), or fulfillment of the diploma requirement in Art. May be taken for one or two terms. This course identifies some basic measures of successful design—equilibrium, economy, function, scale—within an ecological frame of reference. Students design and build solutions to assigned problems. Discussion and written exercises ask students to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

6-123 (0261) Photo 2 (0262) (0263)

Prerequisite: Art 12. This intermediate photography course begins with a brief review of basic craft control then offers instruction in more sophisticated camera and darkroom techniques. However, the primary emphasis in this course is the nature of

photographic seeing and the creation of images from a personal point of view. Some assignments are given but much of each students portfolio will be based on self motivated imagery. Students may choose to create an open portfolio which includes a wide variety of photographic styles, or create a cohesive, thematic body of work. Slide presentations and discussions, photographic book reviews and visits to the Addition Gallery are offered to more fully explore the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills and individual conferences with the teacher give feed back and direction on work in progress. Classes meet four periods a week with five hours of preparation. Evening labs are offered for informal instruction. (Ms. Harrigan, Mr. Wicks)

27-23 (0272) Video & Computer Animation (0273)

Prerequisite: *Visual Studies* (Art 10), or fulfillment of the diploma requirement in Art. Filmmaking with an emphasis on frame by frame control of sequential imaging. All traditional forms of animation are possible, from claymation to anamatics, and new techniques are introduced utilizing expanding computer technology. (Mr. McMurray)

28-3 (0283) Contemporary Communications

Prerequisite: Successful completion of a course in art, music or theatre. Four prepared class periods. In a search for some of the common bases of communication between and among people, the course studies fiction, non-fiction, poetry, drama, music, video, movies and the visual arts. The class engages in group projects, using a variety of media, aimed at public presentation. (Mr. Lloyd)

29-13 (0291) Water Color Painting (0293)

Prerequisite: *Visual Studies* (Art 10), or fulfillment of the diploma requirement in Art. Introduction to the materials and techniques of water color, wash, and ink painting. Emphasis will be on the structure and use of color and value as a means of creating images on the page. After several assigned projects, students are encouraged to develop their own style and imagery. Class critique, discussions and an opportunity to study original works from the Addition collection will also be part of the course. No previous experience necessary.

ADVANCED STUDIO COURSES

Visual Studies (Art 10), or fulfillment of the diploma requirement in Art is a **prerequisite** for all advanced courses. These courses may be taken more than once. Unless otherwise noted, Advanced Studio courses meet two double periods a week with four more evening hours required in the studio.

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Graphics

(Not offered in 1993–1994.)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. Applying photography to graphic arts, particularly through photo-silkscreen, photo-etching, computer graphics, and photo-lithography. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. (Mr. McMurray)

31–2 (0312) Computer Graphics

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. This course will explore the major areas in the field of computer graphics: 2-D paint systems, 3-D graphics, and applications mixing photography, drawing, video, and print with computer-generated and/or manipulated images. One major project follows, utilizing workstations which have image digitizing capacities and can output to slides, paper or video. (Ms. Veenema)

32–123 (0321) Continuing Painting

(0322)

(0323)

Prerequisite: *Art 19* or equivalent. Building on already acquired basic painting skills, this course assists students to develop their own image ideas. Through a variety of technical processes and conceptual approaches, students explore the impact of different ways of working on any given image idea. Painting in series, mixing media, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what paintings can be. Regular critiques, Addison Gallery visits, and discussion of art historical/theoretical issues relevant to the student's work are an important component of this course. (Mr. Cook)

33–123 (0331) Filmmaking

(0332)

(0333)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. This course

combines viewing theatrical, documentary, and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques. (Mr. Sheldon)

34–123 (0341) Advanced Ceramics

(0342)

(0343)

Prerequisite: *Art 14* or equivalent. For those who are seriously interested in the total operation from design to execution. Hand-building, wheel-throwing, glazemaking (and some chemical analysis), responsibility for loading and firing electric, gas, raku, and salt kilns. Assigned reading and occasional field trips. Previous experience in clay is desirable.

35

Printmaking

(Not offered in 1993–94.)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. Printmaking aims to give the student knowledge of different drawing techniques using the printmaking media such as monoprints, metal plate etching and dry-point, collagraph and plate lithography. The course allows students to see the successive conceptual stages an artist goes through in developing an image and encourages them to look at the many possible forms their images could take, in addition to focusing on one final product. (Ms. Veenema)

36–3 (0363) Photo 3

Prerequisite: *Art 26*. This advanced photography course begins with study and experimentation in three classic photographic traditions: documentary, fine art and composite imagery—sequences, montage and collage. Photographic projects and life works of various photographers will be the topics of slide lectures and discussions, book reviews, gallery tours and visiting artists' presentations. Students may choose to create several separate works, or a term long thematic project. Work may be presented in a variety of formats: portfolio, book, collage, slide program, etc. Emphasis is placed on continuity of effort, process, evolution of ideas, experimentation and personal expression. Peer critique and teacher conferences offer feedback and direction on a weekly basis. Classes meet for a double period two times a week with a minimum of five hours of preparation. Evening labs are offered for informal critique of work in progress. (Mr. Wicks)

Beginning Sculpture

(Not offered in 1993–94.)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. A course designed to introduce students to concepts and techniques necessary to create sculptural forms. Experience in various media, building or subtracting, welding, casting and carving are included. Students will be asked to make several pieces in a variety of media. No experience needed, but some reading and research required. Not open to seniors. (Mr. McMurray and Mr. Shertzer)

08-123 (0381) Sculpture

(0382)

(0383)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. Offers an opportunity to work in practically every material available to the sculptor today, including wood, stone, metal, plastics, plaster, and others. It is therefore possible for students to develop into sculpture concepts discovered in *Visual Studies (Art 10)* or *Three-Dimensional Design (Art 24)* as well as ideas drawn from their own experience. (Mr. Shertzer or Mr. McMurray)

09-123 (0391) Architecture

(0392)

(0393)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. For Uppers and Seniors. *Three-Dimensional Design (Art 24)* recommended, but not required. The design of structures for human habitation involves a variety of basic issues. The fall course concentrates on the definition and organization of functional spaces. The winter course focuses on problem-solving, physical structure and other technical issues. The spring term combines knowledge gained in the previous terms in projects simulating the experience of architectural practice. The course is for students who are considering architecture as a field of concentration as well as for those who are simply curious about how buildings get to be the way they are. Although students are encouraged to take the course for three terms, winter and spring terms are designed as an introduction for students entering the course in January or March. (Mr. Lloyd)

44-3 (0443) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students must enroll in *English 528-3*. This course focuses on America's involvement in

Southeast Asia from 1958–1975 by examining the country's response to the war through a wide range of media including documentaries, novels, photography, and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects. Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

45-1 (0451) Advanced Placement Art

Prerequisite: Three trimesters of art courses (including *Visual Studies*). This course is open to Seniors interested in assembling a portfolio of work for either application to college or submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Any student who plans to submit a portfolio for the Spring Advanced Placement examination should also plan to take one art course both Winter and Spring terms. (Mr. McMurray)

HISTORY OF ART**40-123 (0401) Art History**

(0402)

(0403)

Prerequisite: *Visual Studies (Art 10)*, or fulfillment of the diploma requirement in Art. For Uppers and Seniors. Within the social context, this course develops standards for evaluating and contrasting painting, sculpture and architecture from a variety of world cultures leading to an understanding of artistic expression and visual communication. Each term may be taken separately. The FALL term will focus on pre-history through the 16th century, the WINTER term starts with the 16th century and ends with late 19th century. The SPRING term covers modern trends from the mid-19th century to the present. The Addison Gallery collection and exhibits will provide for the study of original works of art. (Mrs. Quattlebaum)

Classical Studies

The following courses in Classical Studies are designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in Ancient History see *History* 55–123.

31-1 (5411) Etymology

31-2 (5412)

31-3 (5413)

English has an immense vocabulary, far larger than that of any other language, almost half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and commercial promoters. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

32-1 (5421) Greek Literature

32-2 (5422)

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical context. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

33-1 (5431) Classical Mythology

33-2 (5432)

33-3 (5433)

Four prepared class periods. Open to all classes. The interest of the Twentieth Century in Classical Mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

35-2 (5452) Structure of Classical Languages

Open to all classes, but not to students having Phillips Academy credit for Latin or Greek. This course is especially suitable for those who have taken *Etymology* (though *Etymology* is not a prerequisite for it) because it offers a gentle entry into reading authentic ancient Greek and Latin stories and poems, to show how the Indo-European family of languages has generated, over the last four thousand years, a widely shared heritage of vocabulary, grammatical forms and sentence structure, which live on to this day in languages as disparate as English, Spanish and Russian. Class discussion is aimed at seeing English and other European languages in broader perspective through examination of similarities and differences between the modern and the ancient, and at paving the way to more successful study of other new languages in the future.

English

The diploma requirements in English are to establish competence in writing and reading. For new Lower, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310*, and three terms of English electives. International students who are new Uppers begin the sequence according to placement by the Department: *ESL*, *English 200*, or *English 300*; returning international students continue the sequence or confer with the Department Chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 407* or *408* followed by electives in the Winter and Spring Terms; international students begin with *ESL*, *English 351-12* or a writing-intensive *408*, followed by courses to be designated by the Department Chair in consultation with the students' teachers. Any courses so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with the placement of the Department. All Juniors take *English 100* and may not take *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. Related courses, whose prerequisites vary, are listed elsewhere in this booklet. All *English* courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

100-0 (1100) English: The Myth and the Journey

This course, a foundation for *English 200* and *English 300*, is required for all Juniors. Centered on the theme of the journey, the course exposes the students to a variety of literary forms and styles drawn in part from the following: Homer's *The Odyssey*, Douglass' *Narrative of the Life of an American Slave*, Dickens' *Great Expectations*, Shakespeare's *The Tempest*, Miller's *The Crucible*, and Hansberry's *A Raisin in the Sun*. Students write frequently in forms ranging from journals to personal essays to literary criticism.

Juniors are also eligible to enroll in *Etymology*, which is described under *Classics*.

200-0 (1200) Competence

This course in reading and writing uses a text called *Writing: The College Handbook*, anthologies of essays, poetry and fiction, and the students' writing as the primary texts. The first term emphasizes paragraph coherence and basic skills—grammar, mechanics, rhetorical and stylistic tools—through the writing of short compositions, expressive and expository. The second term focuses on clear and concise multiparagraph essays and a documented inquiry that encourages the acquisition of important reading and writing skills in conjunction with learning to write a paper in the Humanities, including the ability to interpret, analyze, and argue clearly and persuasively. Writing assignments grow in length and complexity during the spring term, culminating in an 8-10 page paper that brings the student's developing voice to bear on a researched topic of personal interest.

300-12 (1304) The Seasons of Literature (T2) (a two-term commitment)

For returning Uppers, *English 300* continues *English 200*'s movement toward literary analysis, developing critical skills through the study of novels, poetry, drama, and sometimes film. The course provides a sense of literary mode, of historical perspective, of mythic, psychological, and cultural contexts, aiming at the development of a literary sensibility. While emphasizing the analytical—both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence—the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays, parodies. The structure of the course is inspired by, but not governed by, Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic, and modern periods (excerpted below), so that each period is represented in each term. Additional works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers. There is a departmental exam. **Prerequisite:** *English 200*.

Tragedy and Romance

PRE-ROMANTIC: Selections from the *Bible* (e.g., *Genesis*, *Job*, the gospels); a play by Aeschylus; *Metamorphoses*, Ovid; *Beowulf*; *Everyman*; The Spanish Tragedy, Kyd; *Dr. Faustus*, Marlowe; *The Changeling*, Middleton; *The White Devil*, Webster; selections from *Paradise Lost*, Milton; poems by Spenser, Jonson, Donne, Herbert, Marvell; *Phedre*, Racine; tales collected by the Grimms.

ROMANTIC/POST-ROMANTIC: *Rime of the Ancient Mariner*, Coleridge; *Eve of St. Agnes*, Keats; *Frankenstein*, Shelley; *Wuthering Heights*, Bronte; short stories by Poe; *The Scarlet Letter*, short stories, Hawthorne; *Billy Budd*, *Moby Dick*, Melville; a play by Ibsen; a novel by Hardy; *Daisy Miller*, James; poems by Wordsworth, Shelley, Keats, Tennyson, Whitman, Dickinson.

MODERN: *Heart of Darkness*, Conrad; *House of Mirth*, Ethan Frome, Wharton; *The Fountain Overflows*, West; *The Great Gatsby*, short stories, Fitzgerald; *The Sun Also Rises*, *Farewell to Arms*, short stories, Hemingway; *The Iceman Cometh*, Long Day's Journey into Night, O'Neill; *The Bear*, short stories by Faulkner; *Antigone*, Anouilh; *Native Son*, Wright; *Invisible Man*, Ellison; *Seize the Day*, Bellow; *The Fixer*, Malamud; *Wise Blood*, short stories, O'Connor; *Death of a Salesman*, Miller; *The Dutchman*, Jones; *House Made of Dawn*, Momaday; *Sula*, *Song of Solomon*, Morrison; *Book of Common Prayer*, Didion; *Love Medicine*, Erdrich; poems by Yeats, Eliot, Hughes, Berryman, Lowell, Brooks; a work by Cather, Steinbeck, Welty, McCullers, Baldwin; stories by LeGuin; plays by Fugard, August Wilson.

Comedy and Irony

PRE-ROMANTIC: Works by Horace, Juvenal; selections from *Canterbury Tales*, Chaucer; *Volpone*, Jonson; poems by Donne, Herbert, Marvell; a play by Moliere; selections from Dryden, Pope; *The Country Wife*, Wycherly; *Gulliver's Travels*, "A Modest Proposal", Swift; *Candide*, Voltaire.

ROMANTIC/POST-ROMANTIC: *Pride and Prejudice*, Austen, *Don Juan*, Byron; *David Copperfield*, *Hard Times*, Dickens; *Moby Dick*, Melville; poems by Browning; *Alice in Wonderland*, Carroll; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, Wilde.

MODERN: A play by Shaw; *Age of Innocence*, Wharton, *Decline and Fall*, *A Handful of Dust*, *The Loved One*, Waugh; 1984, *Animal Farm*, Orwell; *Call It Sleep*, Roth; *Invisible Man*, Ellison; *Cat's Cradle*, *Slaughterhouse-Five*, Vonnegut; *Grendel*, Gardner; *Transformations*, Sexton; poems by Eliot, Auden, Cummings, Owen, Eberhart, Plath, Sexton; works by Nabokov, Malamud, Bellow, Roth, Cheever, Updike, Davies, Reed, Wolfe, Allen.

301-12 (1324) The Seasons of Literature (T2- for New Uppers (a two-term commitment)

For new 11th graders, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

310-1 (1331) Shakespeare 310-3 (1333)

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis.

Prerequisite: *English 300-12* or *English 301-12*.

351-12 (1361) English (1362)

A special course, primarily for one-year students for whom English is a second language.
(Mr. Bailey, Ms. Graham)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200, 300 and 310*. Courses numbered in the 500s are more intensive and demanding than those numbered in the 400s and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be given.

401-123 (1411) Non-Fiction Writing
(1412)
(1413)

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing, and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould)

403-123 (1431) Writing Through the
(1432) **Universe of Discourse**
(1433)

A course for students interested in experimenting with many different genres of writing. Students are invited to experiment with essays, poetry, literary criticism, letters, autobiography, and other forms of written discourse. Once a week they join a writing workshop with Lawrence elementary school students. This course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings for the course include texts from a variety of cultures. Some examples: *The Autobiography of Malcolm X*, Haley and Malcolm X; *Down These Mean Streets*, Thomas; *Their Eyes Were Watching God*, Hurston; *Cathedral*, Carver; *White Noise*, DeLillo; *The Homecoming*, Alvarez; *I Write What I Like*, Biko; *Sassafrass*, Cypress, and *Indigo*, Shange; *Jacklight*, Erdrich; the poetry of William Blake, Sylvia Plath, William Shakespeare. (Mr. Bernieri)

405-123 (1451) Literature of Two Faces
(1452)
(1453)

This course studies the relationship between American mainstream and minority cultures introducing students to the myth, magic and morality of ethnic identity as it emerges in a dialectic between the community and the individual. Students learn the language of W. E. B. Dubois' double consciousness as African-Americans, American Indians, Chinese-Americans, Hispanics gays, Jewish Americans, and others struggle to be apart from a part of larger communities. Authors include Rita Dove, Toni Morrison, Sonia Sanchez, Jimmy Santiago Baca, Simon Ortiz, John Edgar Wideman, Joseph Iron Eye Dudley, Susan Straight, Amy Tan, Louise Erdrich, Gloria Naylor, Ralph Ellison, August Wilson, Isaac Bachevis Singer, Michael Dorris, Leslie Marmon Silko, Joan Didion, Maxine Hong Kingston, David Leavitt, N. Scott Momaday, Paul Monette, Ai and Derek Walcott. (Mr. Thorn)

407-123 (1471) Topics in English Literature
(1472)
(1473)

Explores the diversity of English literature from *Beowulf* and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats, and later moderns. Readings enable students to explore issue of self, society, and the universe that characterize different eras and that enlarge understanding of our literary tradition. Topics include English Comedy from Chaucer to Monty Python, the English Novel, the Literature of British Imperialism, Mythic Systems in British Writers and English Comic Theater.

408-123 (1481) American Writers
(1482)
(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, Shepard, Didion, and Walker. (Mr. Hendrickson, Mr. Thorn, Ms. Fan, Mr. O'Connor, Ms. Carter, Mr. Joel, Mr. Sykes)

430-123 (1531) Theme Studies

(1532)

(1533)

Feasts and Fools: The Topos of the Social Gathering. Recognizing that a festive social gathering is often a high, low or turning point in narrative, this course will examine what Jean Toomer called "the good-time spirit" as manifest in major literature and film, following two major paradigms: the wedding at Cana and Belshezzar's feast. Is there, for example, a correlation between the genres of the works and the literary functions of their social gatherings? Do particular literary or cinematic parties function as models for society or examples of decadence, images of heaven or occasions for ruin? Texts: *Symposium*, Xenophon; *Sir Gawain and the Green Knight*, Cleanth; "The Franklin's Tale," Geoffrey Chaucer; *The Great Gatsby*, F. Scott Fitzgerald; *Cane*, Jean Toomer; *Mrs. Dalloway*, Virginia Woolf; "The Garden Party," Katherine Mansfield; "The Dead," James Joyce; *The Invention of the World*, Jack Hodgins; *Beloved*, Toni Morrison. Films: *The Deerhunter*, *Babette's Feast*, *Metropolitan*. Selections from the Bible and poetry from the Augustan through the modern period. Two major papers; a graded daily journal, and a paper and presentation on an outside book, play or film will also be expected. (Dr. Wilkin)

431-123 (1541) Genre Studies

(1542)

(1543)

Tales From The World House. This course examines literature from around the world, particularly literature from the Pacific Rim, South and Central America, and Central Europe and the Middle East. Students and teacher attempt to understand literary traditions in countries like Japan, Germany, Poland, Brazil, Czechoslovakia, Hungary, Argentina, El Salvador, Thailand, Israel, South Africa. Authors include Tanizaki, Oz, Durrenmat, Marquez, Enchi, Endo, Klima, Kundera, Milosz, Mishima, Murakami, Gordimer, Fugard, Manea, Cabezas, Mahfouz, Lo, Chen, Lord. (Mr. Thorn)

All of the following courses may require more than the standard 4 to 5 hours per week of homework.

500-23 (1602) James Joyce

(1603)

The first term is devoted to *Dubliners*, *A Portrait of an Artist*, and *Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses*. The purpose of the course is to develop the skill to read important and difficult works without the aid of study guides or other secondary material beyond the Ellmann and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504-123 (1641) Man and God

(1642)

(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*, O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevski; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

507-123 (1671) Backgrounds in English

(1672)

(1673)

Literature

The seminar studies works of literary influence from the Renaissance to the early twentieth century. The course is not essentially a chronological survey, but rather an exploration of the impact of the English literary tradition on literature and society. To this end students read modern works in the English language as well as the classics that may have influenced those works. Representative texts: Jane Austen, *Pride and Prejudice*; John Milton, *Samson Agonistes*; John Donne, *Songs and Sonnets*; Edmund Spenser, *The Shepheardes Calendar*; James Joyce, *A Portrait of the Artist as a Young Man*; Joan Didion, *The Book of Common Prayer*; Ishmael Reed, *The Free-Lance Pallbearers*; J. D. Salinger, *Catcher in the Rye*. (Mr. Kalkstein)

**508-23 (1682) Directions in 20th Century
(1683) Drama**

The close study of significant contemporary drama, including G. B. Shaw, Anton Chekov, August Strindberg, Bertolt Brecht, Tennessee Williams, Sean O'Casey, Clifford Odets, Luigi Pirandello, Eugene Ionesco, Sam Shepard, Caryl Churchill, and others. Final project involves the forming of acting companies and the staged reading of a contemporary play.

**509-1 (1691) Shakespeare on the Page
509-3 (1693) and Stage**

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts—directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. (FALL: Kings and Kingship—readings: *King Lear*, *Richard III*, *Macbeth*, *Henry IV*, *Measure for Measure*. SPRING: Labour of Love—reading: *Much Ado About Nothing*, *All's Well that Ends Well*, *Antony and Cleopatra*, *Othello*.) (Mr. Kalkstein, Mr. Lin)

**510-123 (1701) The Short Novel
(1702)
(1703)**

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons between works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kozzwinke, McGuane, Hong-Kingston, Le Carre. (Mr. Pepper)

**512-123 (1721) Satire and Comedy
(1722)
(1723)**

A study of both the theories and practice of satire and comedy, with emphases on the eighteenth century and the modern period. Works by authors like Pope, Swift, Sterne, Ben Jonson, Waugh, and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg, and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks, and Peter Sellers. (Mr. Regan)

**513-12 (1731) Novel & Drama Seminar
(1732)**

The course concentrates on modern literature since 1880, primarily on selected works of James, Conrad, Woolf, Kafka, Eliot, Nabokov, Faulkner, Borges, Marquez, Tyler, Ibsen, O'Neill, Beckett, Fugard, Shepard, and Pinter. Students study the "world" of each writer and compare it with that of the other authors. They also study films with similar themes by cinematic masters like Fellini, Kurosawa, and Hitchcock. Class periods are devoted to seminar discussions (often led by students) and critiques of free response and analytical writing. Students regularly stage dramatic readings, directed and performed by the class. (Mr. Wise)

**514-123 (1741) Creative Writing
(1742)
(1743)**

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Cobb, Ms. Ostrow, Mr. Smith)

**515-123 (1751) Literature of the Quest
(1752)
(1753)**

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course interprets elements of the quest from a variety of perspectives. In the Fall Term readings include the Abraham cycle, *Othello*, Beckett's *Waiting for Godot*, Eliot's *The Waste Land* and poetry by Robert Frost, Julian Alvarez and Thylas Moss. The Winter Term considers the suffering encountered on the way: the gospel of Mark, *King Lear*, *The Great Gatsby*, *Wiesel's Night*, Wilson's *Ma Rainey's Black Bottom* and Flannery O'Connor's *Everything That Rises Must Converge*. The Spring Term questions the journey's end, reading the Amor and Psyche myth and *Alice in Wonderland*, comparing Jacob and Jesus, interpreting Levi's *The Periodic Table* and the poetry of Margaret Gibson, ending with *Who's Afraid of Virginia Woolf?* (Rev. Zaeder)

516-2 (1762) Playwriting

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama. (Mr. Heelan, Ms. Braverman)

520-123 (1801) Images of Women

(1802)

(1803)

This course will examine, through the study of literature, (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It will explore works by both men and women writers (and directors) and will focus on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forester; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Braverman, Ms. Graham)

527-1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation. (Mr. Wilkin)

528-3 (1883) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students *must* also enroll in Art 44-3. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media

including documentaries, novels, photography, and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects. Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

530-123 (1931) Period Studies

(1932)

(1933)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531-12 (1941) Writers in Depth

(1942)

Focusing on one or two figures central to a particular literary epoch, the course allows students to study a writer's *oeuvre* in depth. Special attention will be paid to the biographical and historical contents of the literary works of these major figures. (Mr. Price)

Other courses related to English are Theatre 22 (Public Speaking), Art 28 (Contemporary Communications), History 66 (The Renaissance), and, in the Study Skills section, Basic Study Skills, Language Skills I & II.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30-level reached through the regular sequence, or by one trimester of 40-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the questionnaire sent to them and their current language teachers in the Spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet entitled *Foreign Languages at Andover*.

With the exception of Italian (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Students are advised to take the CEEB Achievement Test in a foreign language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms which reveal the people whose languages are being studied. For information on School Year Abroad and other opportunities to study abroad, students should consult their language instructor or the Director of Foreign Languages. (See page 3 for fuller description.)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions there are some aspects which actually make it easier. To learn Chinese is to open a bridge to the Chinese-speaking world.

Mandarin Chinese is the language of instruction. *Pinyin* is the standard Romanization system for all courses. Simplified characters are taught in all courses. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations encountered by learners of Chinese as a foreign language. Students are exposed at the very beginning to the challenging task of learning to read and write the non-alphabetical characters. Students have access to tapes, video cassettes and computer software. Every year opportunities are available for qualified students of Chinese to participate in a six-week study-travel summer exchange program in Harbin, China.

10-0 (4410) Beginning Chinese

Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12-23 (4425) Accelerated Beginning Chinese (T2) (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

10-20-0 Intensive First and Second-Level Chinese

Five prepared class periods. Open to Seniors, and to Uppers with permission. An intensive yearlong course covering the essential material of both *Chinese 10* and *Chinese 20*.

20-0 (4440) Second-Level Chinese

Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and pinyin Romanization are replaced by all-character text.

22-0 (4450) Accelerated Second-Level Chinese

Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to Chinese 40.

30-0 (4460) Third-Level Chinese

Four prepared class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40-0 (4470) Fourth-Level Chinese

Four prepared class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as a basis for discussions and compositions. Graded readers and simple originals are used.

51-123 Stories in Modern Chinese
(Not offered in 1993-94.)

Four prepared class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

52-123 (4491) Communication in Modern Chinese
(4492)
(4493)

Four prepared class periods. Chinese news broadcasts, films, and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension and writing reflections upon Chinese in real-life communication. Topics on current events are discussed exclusively in Chinese.

Chinese 51 and Chinese 52 are offered in alternate years. (1993-94 offering: Chinese 52)

French

The French Department offers courses at six different levels from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses which offer in-depth study of the literature and civilization of France and other French-speaking countries, especially those in Africa and North America. Each year, the Academy enrolls many French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in the Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Foreign Language Office.

10-0 (4010) Beginning French

First-year French for students who have had no previous courses in the language. Five prepared class periods. Listening comprehension and the use of basic conversation patterns of French speech are emphasized. Elementary grammatical and idiomatic structures are introduced as well as appropriate reading material. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Text: *French in Action*, Capretz.

11-0 (4030) First Level French

First level French. Five prepared class periods. This course is designed for the student who has had previous instruction in the language, but whose knowledge and skills are not secure enough for entrance to a second-level section. It is also appropriate for students with experience in other languages who wish to begin the study of French. The course emphasizes the development of oral-aural skills and prepares for *French 21* the following year. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Students who demonstrate unusual aptitude and interest are invited to enter *French 22*, the second level accelerated course. Text: *French in Action*, Capretz.

21-0 (4060) Second Level French

Second level French. Five prepared class periods. For students who have completed *French 10* or French 11 and for new students who qualify through teacher recommendations or placement examination. While continuing to develop aural-oral skills, the course involves reading non-technical French prose and writing simple compositions. Text: *Encore Une Fois*, Herbst, Sturges.

22-0 (4070) Accelerated Second Level French

Accelerated second level French which covers the grammar of both second and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their studies in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to continue in this accelerated section or to move to French 21. Texts: *La Grammaire à L'Oeuvre*, Barson; *Le Petit Nicolas*, Goscinny; *Les Petits Enfants du Siècle*, Rochefort; *Les Jeux sont faits*, Sartre.

THIRD LEVEL COURSES

A two-trimester departmental course is followed by a trimester course which creates a transition to more specialized studies.

30-12 (4094) Intermediate French (T2)
(a two-term commitment)

Four prepared class periods. This course develops the language skills of listening, speaking, reading and writing through a variety of methods and materials. Students have a thorough grammar review and use actively the material they study.

Specialized Courses

Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the following six courses could fulfill course objectives for all students, the Department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

32-3 (4113) Le Village Français

This course attempts to give the student a better understanding of the French people and their institutions as reflected in the microcosm of a town. Three different towns will be examined in depth from both a historical and current perspective: the provençal towns of Roussillon and Cassis in 1951 and 1973 respectively, and a small town in the Jura, Pleure-par-Chaussin, in 1993. Course materials will come largely from primary sources: original documents, videotapes, newspapers and magazine articles.

34-3 (4133) The Novel

One novel will be examined during the term, with emphasis on vocabulary building, oral expression in class discussion and methods of literary analysis. (Novels selected in the past have included Sartre, *Les Jeux sont faits*, Camara Laye, *L'Enfant Noir*, Vercors, *Le Silence de la Mer*.)

36-3 (4143) Film

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37-3 (4153) Journalism

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews, and interviews which they assemble in a French newspaper as their final project. Text: *En Revue*, Schorr.

38-3 (4163) Short Stories

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39-3 (4173) Theatre

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le bal des voleurs*, Anouilh.)

FOURTH LEVEL COURSES

40-123 (4191) French Civilization (4192) (4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles, and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films, and comic strips.

41-1 (4201) The Non-European French World

Four prepared class periods. As an international colonial power France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the francophone civilization of the Antilles (Haiti, Martinique, and Guadeloupe). In addition to geographical, social, and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la rosée*; Aimée Césaire, *La tragédie du roi Christophe*; F. Oyono, *Le vieux nègre et la médaille*.

42-0 (4210) French Literature

Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Étranger*, Camus; *Candide*, Voltaire; *Rhinocéros*, Ionesco. Students successfully completing this course are encouraged to take French 52.

44-1 (4231) Advanced Conversation

Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

45-2 (4242) History of France: The French Revolution

Four prepared class periods. This course will examine the tumultuous period in French History between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on historical events, but their influence on the French art, music and architecture of the time.

46-3 (4253) History of France: Crises and Culture

Four prepared class periods. This course will focus on the history and culture of France from the Revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy, the development as an industrialized nation with the pressures for social reform, and France's grandeur in the world as a colonial power as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51-123 (4261) Advanced Placement Language (4262) (4263)

Five prepared class periods. A course designed to meet the requirements of the Advanced Placement Examination in French Language. Open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

52-0 (4270) Advanced Placement Literature

Five prepared class periods. Open with departmental permission, to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in explication de textes. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: *La Fontaine, Fables*; Racine, *Phèdre*; Molière, *L'Ecole des femmes*; Prévost, *Manon Lescaut*; Flaubert, *Un Coeur simple*; Sartre, *Huis clos*; Duras, *Moderato Cantabile*; poetry of Apollinaire, and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4281) Modern Literature
 (4282)
 (4283)

Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth-level French or the equivalent. The course studies selected novels and dramas representative of modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

The razing of the Berlin Wall and the reuniting of the two Germanies under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. A major world language whose cultural heritage has enriched western civilization for centuries, German has acquired new immediacy through its predominance in high technology and commerce and its prominence in the realignment of modern Europe. As the sole Germanic language taught at the Academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. An experienced department offers a 5-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement and the Advanced Placement examinations. Videotapes, computerized drills and language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German Speaking "Olympiade" enliven the learning process and create additional opportunities to excel. Students of unusual aptitude and interest are invited into an accelerated sequence. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

10-0 (4300) First-Level German

Five prepared class periods. One assignment per week includes a half-hour small group drill session to increase students' oral proficiency. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Wie geht's*, 4th ed. Sevin Sevin Bean, Holt Rinehart Winston, supplemented by workbook, language lab tapes, video and computer exercises.

12-23 (4315) Accelerated First-Level German (T2)
 (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester. Successful completion of 12 allows students to advance to 22. Course material is essentially the same as *German 10*, yet covered at a faster rate.

20-0 (4330) Second-Level German

Five prepared class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and simple theme writing. Reading and writing are introduced. Texts: *Wie geht's*, 4th ed. Seven Sevin Bean, Holt Rinehart Winston; Vater und Sohn, Eppert; selected short stories and tapes.

22-0 (4340) Accelerated Second-Level German

Five prepared class periods. Open to competent students from 12 and to other qualified new students with permission. Successful completion of this course, which attempts to cover the essential material of second and third-year German, enables advancement to *German 42 or 40*. Current texts: *German in Review*, Sparks and Vail; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes. This course may require more than the usual 4 to 5 hours of homework per week.

30-0 (4350) Third Level German

Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks & Vail; selected plays by Dürrenmatt; Vater und Sohn, Eppert; *Biedermann und die Brandstifter*, Frisch; selected readings and tapes.

40-123 (4371) Fourth Level German (4372) (4373)

Four prepared class periods. A continuation of the reading, writing and speaking skills covered in third year German with an added emphasis on current events and conversation. Among the materials currently used: *Mutter Courage*, Brecht; *Die Verwandlung*; Kafka; the periodical *Der Spiegel*.

42-0 (4380) Advanced Placement German Language

Five prepared class periods. This course utilizes more difficult German literary works as a basis for conversation and composition in preparation for the Advanced Placement German Language Test. Selective review of advanced grammar topics is incorporated. Current texts: *Das Versprechen*, Dürrenmatt; *Erzählungen*, Kafka; *Das Stilwörterbuch*, Duden; *Ein kleines Aufsatzbuch*, Lederer/Neuse. This course may require more than the usual 4 to 5 hours per week of homework.

50-123 (4391) Fifth-Level German (4392) (4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth-level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht, and Hesse.

Greek

Through the study of Greek the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10*, *20*, *30*, and *40*, though Upper Middlers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10-0 (5010) Greek, First Level

Five prepared class periods. The course introduces the student directly to the Classical Greek of Periclean Athens through a series of readings which present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors. The text is Balme and Lawall, *Athenaze* (Oxford).

10-20-0 (5020) Greek, First and Second Level, Intensive

Five prepared class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

13-1 (5031) Introduction to Greek
13-3 (5033)

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature which, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

20-0 (5040) Greek Second Level

Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

30-0 (5050) Greek, Third Level:
Iliad and Odyssey

Four prepared class periods. Selected books of the *Iliad* and the *Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism, and self-discovery.

40-123 (5061) Greek, Fourth Level:
(5062) History, Tragedy, Lyric
(5063)

Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the Spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

10-20-0 (4400) First and Second Level,
Intensive

Open to Seniors, and to Uppers with permission. Five class periods. Three additional meetings (30 minutes), to be arranged, will take the place of 30 minutes of homework obligation on those days; these small drill sessions help achieve spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and arias from Italian opera. An Italian movie is read, studied, and seen. After this course students study Italian at college at intermediate and advanced levels.

Japanese

13-3 (4913) Introduction to Japanese

For students who plan to study in Japan during the summer or who plan to study Japanese in college, this one-term course serves as an introduction. The course is open to others with the permission of the Director of Foreign Languages.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient whenever possible. In so doing, the Department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who distinguish themselves at the third-year level may be invited to enter an Honors sequence and complete five years of study in four years.

10-0 (5110) Latin, First Level

Five prepared class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and relationships, slavery, travel, sports, life in the big city, entertainment, and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only then by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Supplemental Latin readings include some myth and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and in other traditional societies. The text is Lawall and Tafe, *Ecce Romani*, Book I (Longman).

10-20-0 (5120) Latin, First and Second Level, Intensive

Five prepared class periods. For Upper Middlers and Seniors. A year-long accelerated introductory course covering all of the essential elements of *Latin 10* and *Latin 20*.

13-1 (5141) Introduction to Latin

13-3 (5143)

Five prepared class periods. Comparable to the first term of *Latin 10*, this one-term course is for students seeking an introduction to the Latin language, or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective to much of what they already know. For students who plan some day to study Russian or German it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

20-0 (5150) Latin, Second Level: Ovid, Apuleius

Five prepared class periods. During the Fall Term, the cultural and linguistic reading approach of *Latin 10* is continued, completing the grammar and reading about other aspects of Roman life, supplemented by English readings. In the winter, students read the mythology of Ovid and parallel myths from other ancient and modern cultures. In the spring, students read in English the fascinating satirical account of a successful upper class male transformed into an ass because of his inappropriate curiosity and compelled to experience the diverse and often unfair life of the empire as an insignificant beast of burden. At the core of the Latin reading is the tale of Cupid and Psyche: mirroring the odyssey of the ass, the myth addresses issues of male and female identity, freedom and dependence, and religious conversion.

30-0 (5170) Latin, Third Level: Petronius, Catullus, Vergil

Four prepared class periods. In the fall, students read a portion of the satire of Petronius about Trimalchio, a fabulously wealthy ex-slave who invites his friends to the most elaborate party they have ever attended. English readings help explore the issues of taste and class difference addressed in Petronius: an introduction to satire. In the winter, students read widely in the love poetry of Catullus, as well as in the poetry of other cultures: an introduction to lyric poetry. In the spring, students read Books I and II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods. Supplemental readings include the story of Dido and Aeneas in English translation, of which the original Latin version is read in *Latin 40*.

40-123 (5191) Latin, Fourth Level: Comedy, Biography, & Epic
(5192)
(5193)

Four prepared class periods. In the fall, students read the comedy of Plautus or Terence. Supplemental English reading from other literatures is included. In the winter, students read about the life of Nero or others equally well-known for their remarkable natures. In the spring, students read Book IV of Vergil's *Aeneid*, the story of the conflict between Aeneas' lover for Queen Dido and his obligation to imperial Roman Destiny. Supplemental readings may include Euripides' *Medea* and a biographical sketch of Cleopatra.

50-123 (5201) Latin, Fifth Level: (Honors)
(5202) Advanced Epic, Lyric and Prose
(5203)

Five prepared class periods. Open to all students who have completed *Latin 40* and to exceptional students with departmental permission. This course completes the preparation of students for the AP exam. In the fall, students read the story of Aeneas' journey to the Underworld from Book VI of Vergil, examining his literary form and technique, as well as the philosophical and political dimensions of his age. In the winter term, students study the lyric poetry of Horace comparing his artistry with the brilliance of Catullus. In the spring, after a brief review in preparation for the AP, students read selections from the historian Tacitus' gripping study of hopelessness and disillusion in decadent Rome.

Russian

Given the fall of the Iron Curtain, the thaw in East-West relations, and the demise of the Soviet State, communication in Russian and a knowledge of Russian culture are essential for productive interaction with Russia and the former republics in technology and science, and for achieving controlled, responsible international relations.

As of 1987, this goal has been realized for Phillips Academy Russian students through an official cultural and educational exchange with the Novosibirsk High School of Mathematics and Science in Siberia, Russia. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Russian high school students study here at Andover.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian Department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills to strengthen grammar skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term of the first year are invited to enter a special accelerated section in the second term. It is the policy of the Department to use Russian exclusively in the classroom.

10-0 (4500) Introduction to Contemporary Russian

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

12-23 (4515) Contemporary Russian (Honors) (T2)
 (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Russian 10*. Successful completion of 12 enables students to enter 22. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

13-3 (4523) A Short Course in Beginning Russian

Four prepared class periods. Open to Seniors and Uppers. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

For another course related to Russian history and culture see *History 45*.

10-20-0 (4530) Intensive Contemporary Russian

Five prepared class periods plus one unprepared. Open to Seniors, and to Uppers with permission. A yearlong accelerated introductory course covering two years in one. Texts: Kostomarov, *Russian for Everybody*; reference materials. This course may require more than the standard 4 to 5 hours per week of homework.

20-0 (4540) Intermediate Contemporary Russian

Five prepared class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; Graded Readers; reference materials.

22-0 (4550) Intermediate Contemporary Russian (Honors)

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified students

with departmental permission. Successful completion enables students to advance to fourth-level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

**30-0 (4560) Russian Expression:
Conversation and Composition**

Four prepared class periods. Reading, conversation, and writing. Texts: Pekhlivanova & Lebedeva, *Russian Grammar in Pictures* (Rusky Yazyk—Moscow); *Graded Readers*. Reading materials include selections on Russian culture, history, geography, and civilization. Students use word processors in their composition work.

**40-123 (4571) Advanced Russian
(4572) Composition and Russian
(4573) Classical Literature**

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th Century) of Russian literature with selected readings (both adapted and in the original) from such authors as Pushkin, Chekhov, Gogol, Tolstoy, as well as some Soviet writers. Students use word processors in their composition work.

42-0 (4580) Advanced Placement Russian

Five prepared class periods. This course utilizes advanced literary works to prepare students for the college placement Russian Proficiency Tests. Students will progress from adapted texts to original literary materials with primary focus on further grammar development and vocabulary acquisition. Two of the five weekly meetings will be used exclusively for advanced conversation where students will view video tapes and listen to actual Soviet broadcasts to aid them in contemporary spoken Russian. There will be extensive work on texts which will be discussed orally and in compositions. Students use word processors in their composition work. This course may require more than the standard 4 to 5 hours of homework per week. Texts will be selected by the instructor to annually insure their contemporary value.

**50-123 (4591) The Russian People, Their
(4592) Heritage and Literature
(4593)**

Four prepared class periods.

FALL TERM—*Russian Literature*: readings from contemporary and prerevolutionary authors.

WINTER TERM—*Russian Literature of the Soviet Period*: an overview tracing the evolution of Russian literature from the Revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

SPRING TERM—*The Contemporary Russian Scene*: a view of Russian life and culture as reflected in the media. The text is a subscription to a major Russian newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the language laboratory. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. The Department offers various programs of study and travel abroad which enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid trimester exchange are two of the possibilities. More information is available through language instructors.

10-0 (4600) Beginning Spanish

Five prepared class periods. A first-year course designed for those who have not studied Spanish before. The audio-lingual approach is used, stressing understanding and speaking. The textbook is supplemented by language laboratory practice and audio-visual materials. Selected readings and writing exercises are introduced as the student acquires confidence in oral expression and control of certain grammar. This course is intended principally for those beginners with no foreign language experience.

11-0 (4620) First-Level Spanish

Five prepared class periods. For new students who have been exposed to Spanish but who are not fully prepared for *Spanish 20*. The course covers basic grammatical structures through an active oral approach. The text is supplemented by language laboratory practice, selected readings and writing assignments.

20-0 (4640) Second-Level Spanish

Five prepared class periods. Emphasis is on oral communication and control of essential grammar with continued practice in reading and simple theme writing. Outside readings supplement the text.

22-0 (4650) Accelerated Second-Level Spanish

Five prepared class periods. Open to students who have completed *Spanish 10* or *11* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a 4th level course.

THIRD LEVEL COURSES

Intensive language practice is the focus of *all* third-level courses. During the fall term all students are in 30. In the remaining two terms elective courses 32 or 34 may be chosen; they are of equal difficulty and assure the development of all language skills and the mastery of specific grammatical functions.

30-1 (4691) Intensive Language Practice

Four prepared class periods. Intensive review of certain grammatical structures, with particular emphasis on verb tenses (indicative and subjunctive) and idiomatic expressions. Its main goal is to develop greater accuracy and fluency in both written and oral expression.

32-23 (4725) Readings in Spanish (T2)
(a two-term commitment)

Four prepared class periods. An intermediate course which develops oral and writing skills through the study of Spanish and Latin American literary readings. The readings include short stories, poetry, plays and a novel.

34-23 (4745) Conversation and Composition (T2) (a two-term commitment)

Four prepared class periods. An intermediate course which has as its principal goal the development of conversational and writing skills by dealing with topics of a general and contemporary nature. Some literary and non-literary readings are integrated with the development of language skills.

ADVANCED COURSES**40-12 (4804) Current Events; Video (T2)**
(a two-term commitment)

Four prepared class periods. FALL TERM—*Current Events*: This term the course is designed to expand and refine speaking, reading, and writing skills in Spanish. Students subscribe to the weekly International Edition of *El País*, one of Spain's leading newspapers, or its equivalent. The articles are used as a basis for class discussions, oral presentations and weekly written analyses. At the end of the term, students produce their own newspaper and a newscast on video. WINTER TERM—*Video*: This term the course exposes students to authentic and sophisticated native language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns and on refining writing skills. The course also involves reading, discussing and filming of student presentations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41-12 (4814) Video; Current Events (T2)
(a two-term commitment)

Four prepared class periods. FALL TERM—*Video* (See *Spanish 40-Winter*.) WINTER TERM—*Current Events* (See *Spanish 40-Fall*.)

42-0 (4820) Contemporary Spanish and Spanish-American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré, Fuentes, are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43-3 (4833) Introduction to Spanish Literature

Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme, and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50-12 (4844) Advanced Spanish Language (T2)
(a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition, and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish Language. Emphasis is placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition, and research or "field" projects. Open to students who have completed three terms of fourth-level Spanish and to other qualified students with departmental permission.

52-0 (4850) Advanced Placement Course in Literature

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana Maria Matute, Unamuno, F. García Lorca, J.L. Borges, García Márquez. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4871) Major Works in Spanish and Spanish-American Literature
(4872)
(4873)

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also Latin American Studies (History 49) listed under History and the Social Sciences.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures into courses at every grade level.

To satisfy the diploma requirement, a four-year student must successfully complete six terms of departmental study. *Social Science 10*, a yearlong course required for virtually all 9th graders, meets three times a week and counts as two terms. For these students, and for most students entering Phillips Academy after the 9th grade year, three terms of United States History (*History 30-T2* and *History 31*) and a fourth term of 40-level social science or 40-level international survey complete the department's requirement during the 11th and 12th grades.

A student may, however, satisfy the final term of the requirement in ways other than a 40-level course: (1) by taking *History 34-0* or *History 54-123*, the yearlong AP survey in Modern European History, or *History 55-123*, a yearlong survey in Ancient History; (2) for students assigned to *History 29-0* by the HQT, by completing *History 31*; or (3) in rare instances, by taking a 50-level Survey or a 60-level Seminar, IF a student has received prior permission from the department chair.

For one-year international students the diploma requirement is completion of three trimesters of United States History, usually starting with *History 32*, if so placed by the Department. For other international students, the diploma requirement in history is four trimesters (three of *U. S. History* and one of a 40-level); these students may also be placed in 32 for the first term.

Exceptional 10th graders have two options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34-0*, the yearlong course in Modern European history; or (2) they may take *United States History (History 30-T2* and 31).

The History Qualifying Test (HQT) is given to Lower and certain Juniors during spring term and

to all new Uppers, Seniors, post-graduates, international students, and some new Lower (plus a handful of Juniors wanting to qualify for immediate admission into *History 34* or *History 30*) during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30-T2* and 31) in September of their Upper year. Students may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following September). All these students are reminded that they may elect the final term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the U. S. History sequence by taking *History 29-0* and then complete the diploma requirement by taking *History 31* the following fall. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the final term of the requirement. (4) Lastly, for students interested in taking *History 30* or *History 34* in the 10th grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the diploma requirement.

In all cases, individual placement is made by the Department Chair.

Washington Intern Program

The Department co-sponsors, with the Phillips Exeter Academy History Department, a special Spring Trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30-31*, and for Uppers in *History 30*. The program is restricted to a certain number of Andover students and Exeter students, competitively selected, for work as interns in the offices of Senators and Representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 30-31* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist

offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy and Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies.

REQUIRED 9TH GRADE COURSE INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Three class periods a week. For Juniors, who are expected to complete *Social Science 10* before taking other courses in the department. (Exceptional Juniors wanting to qualify for immediate admission to *History 34*, or *History 30*, instead of *Social Science 10* may attempt to do so by taking the HQT described above.) In this course students will work on learning the skills and concepts vital to the study of the later, more advanced courses in this field.

SS10-0 (2100) The Human Experience

Although not a survey course which emphasizes coverage, this course samples the human experience from prehistoric times into the 20th Century. It is divided into units on "People and the Natural Environment" (including hunter-gatherer societies in the modern age) and "People and Society" (including ancient Greece, China, and Mali, industrialization in 19th Century Britain, and the Russian Revolution). To give students a multidimensional appreciation—using geography, history, anthropology, and literature—of the rich variety of world cultures is a primary objective. The course will enhance students' ability to listen, think, read primary documents and secondary materials, organize outline notes, write coherent essays, speak effectively, use common library tools, and become familiar with concepts and terminology (like "democracy," "socialism," and "hunter-gatherer") basic to the study of history and social science.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. For Lower and Uppers. Together these courses comprise a survey of the modern world from the 15th to the 20th century. In each term, the focus will be on developments in both western and non-western worlds.

26-1 (2261) The Early Modern World

An interregional perspective on the period 1400-1800. This course will examine the philosophical foundations as well as the economic, political, and social characteristics of the following regions: East Asia, Middle East, South Asia, Europe, and Central Africa. Throughout the course special emphasis will be placed on the inter-relationships among these regions.

27-2 (2272) The World in the Nineteenth Century

An international perspective on the period from 1800 to 1914. This course will focus on the concepts of liberalism, culturalism, nationalism, and imperialism as they characterize the inter-relationships among the following regions: East Asia, Americas, Europe, Africa, Middle East, South Asia.

28-3 (2283) The World in the Twentieth Century

An international perspective on the period 1914 to the present. This course will emphasize the surge of nationalism throughout the world; rise of totalitarian societies; search for peace; and the emergence of a global economy.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

29-0 (2290) United States History

Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30-T2*; there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially in their writing.

Completion of *History 29-0*, together with *History 31* in the senior year, finishes the diploma requirement.

30-12 (2304) The United States (T2)
30-23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors, and exceptional Lowers. This course, along with *History 31* and an elective at the 40-level, completes the department's diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through the Civil War by reading an advanced-level text; the acquisition of skills by daily exercises in reading, note-taking, and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

31-1 (2311) The United States
31-3 (2313)

Four prepared class periods. For Uppers and Seniors. Students must take *History 31* in the term immediately following their completion of *History 29* or *History 30*. The focus is on the United States, during and after World War II. **Prerequisite:** successful completion of *History 30-T2* or *History 30-0*. For students who opt to write a lengthy research paper as part of this course, the course *cannot* be made up by passing an examination if the research paper receives a failing grade; instead, the paper will need to be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Achievement Test should check with their teacher, since extensive review is required.

32-12 (2321) United States History for
(2322) International Students

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-72*. The course emphasizes language skills important to the study of American history and the subject matter focuses on the founding of the republic, constitution building and how the American government works, the westward movement, the Civil War, and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the 30/31 sequence in the winter or spring term, if the students wish to be candidates for the diploma.

**SURVEY OF MODERN
 EUROPEAN HISTORY**

34-0 (2340) Modern European History

Four prepared class periods. This course is open to exceptional Lowers and Juniors (*via* HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of United States history (*History 30-31*) and *Social Science 10* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the Winter Term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the Spring Term, the course covers topics in 20th century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war and the rise of the superpowers. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. Students are prepared to take the College Board Achievement Test in June.

**ELECTIVES: 40-LEVEL SURVEYS IN
 INTERNATIONAL SOCIAL SCIENCE AND
 NON-WESTERN HISTORY**

Any of these 40-level courses counts as the final term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

SS41-1 (2411) Introduction to Economics
SS41-2 (2412)

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the economies of the U.S. and the world, and are introduced to basic theoretical tools which help them analyze important economic issues. Classes consist primarily of discussions, although there

will also be some role-playing exercises, computer simulations, class assignments, debates, guest speakers, films, and student reports on their term projects. Students completing this course may take the AP examination in Economics.

SS42-3 (2423) Urban Studies Institute

Seniors and qualified Uppers may elect for their spring course program to participate in a ten-week exploration of the American city, including field work six hours each week. Students ordinarily receive four credits for this work, and satisfy afternoon activity requirements.

Lawrence, Massachusetts, its history and its present shape, its people and their special problems and opportunities, is the focus of the Urban Studies Institute, but the context is drawn through investigation of broad historical, social, and economic issues which affect most of urban America. Lawrence has always been an immigrant city, and over half of Lawrence's public school students are now of Hispanic background. In addition to their academic course work, students explore a central aspect of urban life by serving as tutors in an intensive English language training program for a group of these Lawrence children; the tutoring program, which will be designed by Institute students and staff, uses dramatization and one-to-one tutoring to strengthen the immigrant students' oral and literary skills. Knowledge of Spanish is useful, but not essential.

All students take a course in Latin American History and a core course introducing developmental psychology, ethnic studies, and urban history and contemporary urban issues in such a way as to inform and support the fieldwork project. Students meet periodically in evening seminars with outside speakers.

Seven to nine Phillips Academy students will be selected by interview and special application. Seven to nine students from college preparatory courses in Lawrence High School will be selected in the same way. Apply to Susan M. Lloyd by December 1. Uppers who are USI participants in the spring will take *History 31* during the fall of their senior year. (Mr. Bachman, Mrs. Lloyd, and visiting lecturers)

SS43-2 (2432) Comparative Government

SS43-3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, the nations of the former Soviet Union, China, France,

Mexico, and Nigeria. In studying these nations, students will examine the political implications of different types of economic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture, and ideology in the political process; the relationships between states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44-1 (2441) International Relations

44-3 (2443)

This course will introduce the student to international relations by investigating American and non-American perspectives of the world and the study of central concepts of the discipline such as power, influence, war, conflict, and revolution. Additionally the course will examine areas of conflict in Asia, Africa, Central America, and the Middle East, and will analyze the attempts to resolve those clashes. Primary sources, journals, periodicals, and texts will be used. (Mr. Gurry, Fr. Hall)

45-123 (2451) The Russian Experience

(2452)

(2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature, and culture from medieval times to the present. In the Fall Term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in Revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union and the forces shaping the newly independent republics over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Blok, Zamiatin, Babel, Mandelstam, Bulgakov, Solzhenitsyn, and Vladimov. (Mr. Richards)

See also Russian 13 in the Foreign Language section.

**46-123 (2461) Asia: China, Japan, and India
(2462) or Southeast Asia
(2363)**

Four prepared class periods. Following a three week introduction to traditional Chinese philosophies/religions (Confucianism, Daoism, Legalism) and developing political institutions, this course will, during FALL TERM, concentrate on *Modern China*. In analyzing the events from 1800 to the present students will study autobiographical and literary sources as well as primary documents. These sources should provide a "Chinese" view of the impact of imperialism, the rise of Communism, the Cultural Revolution, and the 1989 democracy movement.

WINTER TERM: Emphasis will be *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified, and economically effective society. This course—through an examination of the evolution from traditional to modern Japanese society—will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events, and developments since 1800. Readings are from historical texts, contemporary Japanese sources, anthropological studies, and literature.

The Spring Term course offerings will alternate between *Modern Southeast Asia* and *Modern India*.

SPRING TERM 1994: The focus will be on *Modern India*. A study of the basic beliefs of Hinduism and Islam will accompany a chronological survey of the years up to the nineteenth century. India's struggle for independence from Great Britain and her current international position constitute important emphases. Literature and primary sources will be used to enhance the textual sources.

SPRING TERM 1995: The focus will be *Modern Southeast Asia*. One objective of this course will be to explore the diversity of this region. Students will study the strong influences coming from both China and India as well as the powerful spread of Islam long before the year 1000. Most of the term, however, will focus on the evolution of this region since 1800 with a greater emphasis on the Indochinese peninsula: Viet Nam, Cambodia, Laos. (Ms. Wood)

47-23 (2473) Africa and the World

This course on African history focuses on the historical themes of the long history of African civilizations and the contemporary issues facing the new nations of Africa. The political and economic development of these countries, and their relations in the world arena today, are examined. The course is taught as a seminar with group discussions twice a week. Each student does research and prepares a paper on an

individual country. Readings include analyses of the issues African nations confront, novels by African authors, and speeches and articles by African leaders. (Mr. McNemar)

48-1 (2481) The Middle East

Four prepared class periods. The Middle East is the ancient site of a large portion of the world's culture, the birthplace of three world religions, and crossroads of three continents. This century oil, anti-colonialism, Cold War rivalry, the State of Israel, the pressures of modernization upon a variety of traditions, and heavy armaments in a volatile region have kept the Middle East in the headlines. This course traces the region's history from the Arab awakening to the present.

**49-123 (2491) Latin American Studies
(2492)
(2493)**

Four prepared class periods. This course is a survey of Latin American civilization seen through its history, literature, and culture from pre-Columbian times to the present. In the Fall Term, the focus is on the Mayan, Aztec, and Inca civilizations, the Spanish Conquest, and the development of present day institutions and cultural patterns in the Iberian Colonial period. In the Winter Term, the students learn about Latin America's independence from Spain and Portugal, the republican experiment, the role of the military, the Church, the Oligarchy, and the function of class, sex, and race in Latin American societies. In the Spring Term, the subject is political movements and revolutions of the 20th century, including the Mexican, the Cuban, and Sandinista Revolutions. US-Latin American relations are an important component of the course in this term.

Each term can be taken independently, but students should consider taking all three terms since the course as a whole develops themes prevalent in Latin American history—in particular, the struggle against dictatorship, economic and social divisions, imperialism, and population growth. Films, and literary works of writers such as Garcia Marquez, Fuentes, Asturias, and Neruda, will be used to understand how Latin Americans view their own reality. (Mr. Bachman)

ELECTIVES: 50-LEVEL SURVEYS

The following 50-level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50-level survey

together with or prior to satisfying the final term of the diploma requirement at the 40-level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30–31*, satisfies the department's diploma requirement.

54–123 (2541) Modern European History
(2542)
(2543)

This course is virtually identical to *History 34–0*, except for occasional classes coordinated with Art, English, Music, and Theatre teachers. It is also different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55–123 (2551) Ancient History
(2552)
(2553)

Four prepared class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The Fall Term survey of Greek History, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The Winter Term covers the period from the beginning of Rome until its transition from Republic to Empire, the Spring Term the Roman Empire until its transition to the Medieval Period. (Mr. Krumpe)

ELECTIVES: 60-LEVEL SEMINARS

These 60-level electives are *seminars* for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students.

Prerequisite: either (1) prior or concurrent completion of the 4-term diploma requirement; or (2) permission from the department chair.

SS61–3 (2613) Issues in Economics

Prerequisite: Successful completion of *Social Science 41*. This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of economic development. After examining the works of Adam Smith, John Stuart Mill, Karl Marx, Alfred Marshall, and John Maynard Keynes, the class addresses a series of

current policy questions, such as the debates over the budget, tax reform, import restriction, supply-side economics, central economic planning, labor organization, national industrial policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination. (Mr. Strudwick)

SS62–2 (2622) American Race Relations

The *American Race Relations Seminar* investigates the development of racial attitudes in the United States. We also discuss contemporary campus attitudes and examine how current concerns have evolved historically. We look closely at the movement for civil and economic rights which began in the 1960s, and we give substantial attention to recent issues—assimilation vs. separation, political correctness, multiculturalism, equality or opportunity, and affirmative action vs. quotas. The recurring theme of nativism in United States history is also examined. Students are encouraged to discover impediments to positive race relations and develop ways to facilitate greater understanding and appreciation for the many groups of peoples who make up the fabric of the U.S. population and culture. A final paper is expected; there is no final exam. Readings will include: Melvin Steinfeld, *Cracks in the Melting Pot*; Bob Blauner, *Black Lives, White Lives: Three Decades of Race Relations in America*; Ronald Takaki, *From Different Shores*; W. E. B. DuBois, *The Souls of Black Folk*. (Mr. Rogers)

SS64–2 (2642) Masculine/Feminine/Human: Issues in Gender Relations

This seminar explores the experience of being male or female—how and why we differ and what those differences mean. Using materials from history, the social sciences, and literature, students will study male-female relations, ideas of “masculine” and “feminine,” and the division of power and opportunity between the sexes. We shall explore the way these dimensions of gender are different in various parts of the world. This will serve as background to a close examination of gender in modern America. The course will include discussions, films, guest speakers, and papers. (Ms. Dalton, Mr. Rotundo)

SS65–2 (2652) Nuclear Power and Weapons—Proliferation and Responses

This seminar follows the evolution of and reaction to atomic energy and The Bomb—from the discovery in 1938 of fission on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, the START talks and SDI and

Chernobyl in the 1980s, and the increased danger of proliferation after the Cold War in the 1990s. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story, in lectures, documents, and secondary accounts. Readings include: Grigori Medvedev, *The Truth About Chernobyl*; Richard Smoke, *National Security and the Nuclear Dilemma*, and Graham T. Allison et al., *Hawks, Doves, and Owls*. The course entails class seminars, field trips, films, readings, a research project, and a final exam. (Mr. Quattlebaum)

16 **The Renaissance**
(Not offered in 1993–94.)

17 (2673) **Victorian England: England in an Age of Expansion**

This seminar is devoted to a study of the major transitions and developments of nineteenth century Britain. It is divided into three central components: economic and social developments; political movements; and international relations. Since Victorian literature more directly reflects the life and thought of the times than that of any other period of English history, the course includes an examination of those writers whose works were influential in either adapting or describing the minds and institutions of the English people of the changing conditions of the period. These writers include Hardy, Dickens, and Marx. A term paper is expected; there is no final examination.

58-23 (2682) **The Courts and Individual Liberty and Equality Under Law**
(1683)

This seminar focuses on the often conflicting rights of individuals and the interests of society as confronted by the courts in the years 1937–1993. Cases studied include: The role of the courts and the establishment of judicial standards in cases of speech, press, and religion; search and seizure; those accused of crimes; students; and equal protection in voting, education, employment, and housing regardless of race, class, or gender. In the past few years the seminar has given particular attention to the issues of privacy and affirmative action. The seminar uses the case method with readings from Kutler's *Supreme Court and the Constitution* and a book of excerpts from briefs of cases before the Supreme Court prepared by Gilbert and Lyons. The basic classroom procedures are Socratic dialogue and roundtable discussion. The course concludes with each student's participation as justice, lawyer, or clerk in a moot court on a case argued before but not yet decided by the US Supreme Court (in 1989 the case was *Webster v Human Reproductive Services*—[abortion]; in 1992, *R.A.V. v St. Paul*—[hate speech]). (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering the calculus. Placement of new students in the appropriate first course is made by the department considering the record in previous schools, the results of a self-administered diagnostic test in elementary algebra which is sent to newly admitted students in the Spring, and the course program chosen by the entering student.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for Algebra Review, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2* in the Winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1, 34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills are weak, then *Mathematics 25-12* may be required before *Mathematics 34* and *Mathematics 35*.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

The standard sequence of mathematics electives starts with *Mathematics 36* (trigonometry) and goes through the five-term calculus sequence of *Mathematics 53* and *Mathematics 54*. Some students might also include *Mathematics 48* and/or *Mathematics 41* in their "normal" sequences; others might do the Honors sequence and others might do only the *Mathematics 51-52* calculus sequence.

Every student enrolled in *Mathematics 22* or higher must have a *graphing calculator*. The Mathematics Department uses the Texas Instruments (TI-81) extensively in class and suggests very strongly that students purchase the TI-81 graphing calculator, not another brand. An attractive

alternative to the TI-81 is the new and more powerful model TI-82 which is expected on the market during the summer of 1993. The department does not recommend the TI-85.

Students may purchase TI-81 calculators (and probably the TI-82 as well) at retail stores or, by check or cash, from the Phillips Academy Mathematics Department. In order to reduce expenses for short term users of this technology, the Mathematics Department is prepared to buy back at an appropriate price any graphing calculator it sells to a student. The purchase price for scholarship students is less than for others.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

10-0 (3100) Elementary Algebra

Five prepared class periods. A year-long course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** None.

15-12 (3154) Elementary Algebra (T2) (a two-term commitment)

Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19-1 (3191) Algebra Review

Five prepared class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21-1 (3211) Geometry 21-2 (3212) 21-3 (3213)

Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra and good algebraic skills.

Graphing Calculators are required in all mathematics courses numbered 22 or higher.

22-1 (3221) Geometry 22-2 (3222) 22-3 (3223)

Five prepared class periods. This course continues the work of *Mathematics 21*, with increased emphasis on the algebraic/numerical aspects of geometry. **Prerequisite:** *Mathematics 21*.

25-12 (3254) Algebra Consolidation (T2) (a two-term commitment)

Five prepared class periods. A two term course for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra, and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the Spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-2* enter *Mathematics 32-3* in the Spring.

31-0 (3310) Geometry and Precalculus

Five prepared class periods. A yearlong course for extremely able entering students who have completed with distinction an *Intermediate Algebra* course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36-1*. **Prerequisite:** Credit for one year of elementary algebra and one year of intermediate algebra.

32-1 (3321) Intermediate Algebra 32-2 (3322) 32-3 (3323)

Five prepared class periods. For returning students this course is taken after *Mathematics 22-Geometry*. Topics in intermediate algebra, including sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations and word problems. **Prerequisite:** *Mathematics 22*, or its equivalent.

4-1 (3341) Precalculus**4-2 (3342)****4-3 (3343)**

Five class periods, four prepared and one unprepared. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphasis of the course is upon functions and their graphs, on the composition of functions and their applications. **Prerequisite:** *Mathematics 32*, or its equivalent.

5-1 (3351) Precalculus**5-2 (3352)****5-3 (3353)**

Five class periods, four prepared and one unprepared. A continuation of the study of functions, including polynomial, exponential, and logarithmic functions. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 4* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirements must complete *Mathematics 39-12 (T2)* or *Mathematics 40-1* or a term of calculus.

9-12 (3394) Elementary Functions I and II (T2)
(a two-term commitment)

Five prepared class periods. A course for entering seniors who need to satisfy the diploma requirement in mathematics. The course includes a review of the fundamentals of algebra, analytic geometry of lines and circles and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The Winter Term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. Each student must have a graphing calculator, model TI-81 or TI-82. **Prerequisite:** Credit for three years of high school mathematics.

40-1 (3401) Elementary Functions II

Five prepared class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Mathematics 39-12*. The course is comparable to the Winter Term of *Mathematics 39-2* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. Each student must have a graphing calculator, model TI-81 or TI-82. **Prerequisite:** Credit for three years of high school mathematics or permission of the Department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

Graphing Calculators are required in all elective courses in mathematics.

36-1 (3361) Precalculus-Trigonometry**36-2 (3362)****36-3 (3363)**

Five class periods, four prepared and one unprepared. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or the calculus. Occasionally, superior students, who complete *Mathematics 34-3* with distinction, do *Mathematics 36* on their own during the summer preceding their enrollment in *Mathematics 35-1* in order to qualify for *Mathematics 53* in the winter. Such students must take an examination in *Mathematics 36*. **Prerequisite:** *Mathematics 35*, or its equivalent.

Mathematics 41, 42, 47 and *48* are non-calculus electives which may be taken either before beginning a calculus course or as alternatives to the calculus. Of these four courses, *Mathematics 48* is the natural extension of the *Mathematics 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Mathematics 41, 42* and *47* are courses in non-continuous, discrete mathematics, an area of growing importance which is quite different from the precalculus/calculus sequence.

41-1 (3411) Probability**41-2 (3412)****41-3 (3413)**

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there is no model. **Prerequisite:** *Mathematics 35* or its equivalent.

42-3 (3423) Statistics and Data Analysis

Four prepared class periods. An introductory statistics course using real world data. Students will do polls and collect data, learn how to present data in charts and graphs and how to compare data. The course asks three basic questions: How

do you collect reliable data? What does the data say? What can you predict from that data? Students will work in groups on projects. The course will rely upon the statistical package on the TI-81 and on the computer programs available in the Computer Center. **Prerequisite:** *Mathematics 36* or its equivalent.

47-3 (3473) Discrete Mathematics

Four prepared class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world including combinatorics, sets, mathematical logic, recursion, graphs and networks. **Prerequisite:** *Mathematics 36* or its equivalent.

48-1 (3481) Analytic Geometry

48-3 (3483)

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of 3-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 36* or its equivalent.

50-23 (3505) Advanced Mathematics (T2)

(a two-term commitment)

Four prepared periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. Topics include analytic geometry, complex numbers, sequences, series, iteration and a complete introduction to the calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves and lengths of curves. **Prerequisite:** *Mathematics 36*, *Mathematics 40* or an equivalent course in trigonometry and elementary functions.

51-1 (3511) Calculus

Five prepared class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination or derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 36* OR precalculus courses which include functions and trigonometry OR *Mathematics 50*..

52-23 (3525) Calculus (T2)

(a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51*. Topics covered include the definite integral, the Fundamental Theorem of the Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus. **Prerequisite:** *Mathematics 53-23* completed with a grade of 2 or 3 OR *Mathematics 51*.

53-23 (3535) BC Calculus (I) (T2)

(a two-term commitment)

Four prepared class periods. This is the beginning of the five-term calculus course recommended for students who are **well prepared** in their pre-calculus. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, The Chain Rule, related rates, The Mean Value Theorem, applications of integrals and The Fundamental Theorem of the Calculus. (Students who have received a grade of 2 in *Mathematics 34*, 35 or 36 may not enroll in *Mathematics 53*. Those with a grade of 3 in any of the pre-calculus courses are encouraged to strengthen their background by taking *Mathematics 48* before doing *Mathematics 50* or 51.)

Prerequisite: *Mathematics 36* or its equivalent.

54-1 (3541) BC Calculus (II)

Five prepared class periods. This course continues the work of *Mathematics 53-3* in preparation for the BC Calculus Examination. Topics covered include further application of the integral calculus, volumes and arc length. **Prerequisite:** *Mathematics 53-23* with a grade of 3 or (preferably) better OR *Mathematics 52-23* completed with a grade of 4 or (preferably) better. (Those completing *Mathematics 53* with a grade of 2 or 3 may enroll in *Mathematics 52-23*.)

54-23 (3545) BC Calculus (III) (T2)

(a two-term commitment)

Five prepared class periods. A continuation of *Mathematics 54-1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations. **Prerequisite:** *Mathematics 54-1* or its equivalent.

5-0 (3550) Honors BC Calculus

Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the Fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. In order to qualify for this course returning students must take and do well on a special pre-calculus entrance examination given the previous spring term. In September, all students initially admitted to the course will have to pass another pre-calculus examination in order to continue in this very fast moving Honors course. **Prerequisite:** *Mathematics 36* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

3-123 (3631) Honors Mathematics Seminar (3632) (3633)

Each term's seminar will be devoted to one topic which will be developed in depth. The term's topic will be announced the previous term and might be: Nonlinear Methods and Approximations; Nonlinear Dynamical Systems—Instability, Chaos and Fractals; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** *Mathematics 54-1*, three terms of calculus, or departmental permission.

5-1 (3651) Linear Algebra

Four prepared class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian eliminations, vector spaces and eigenvectors. Each student is expected to have a calculator which does matrix operations. The TI-81, among others, has this capacity. **Prerequisite:** *Mathematics 54*, or *Mathematics 55* or departmental permission.

5-23 (3655) Calculus of Vector Functions (T2) (a two-term commitment)

Four prepared class periods. A continuation of *Mathematics 65-1* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. **Prerequisite:** *Mathematics 65-1*.

COMPUTER COURSES

The Mathematics Department teaches introductory and advanced computer science courses and supports some more advanced independent study. Most of the computer science teaching takes place in Morse Hall which houses 15 Mac SE and 16 IBM personal computers besides those in the PA Computer Center.

20 Competence (LOGO) (Not offered in 1993-94.)

Four prepared class periods. A one-term course in programming in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word processing, and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

30-1 (3861) Beginning Computer (Pascal) 30-2 (3862) 30-3 (3863)

Four prepared class periods. An introduction to the Pascal language. The course focuses on problem solving techniques in structured programming. Students will be expected to write programs of moderate length using the program development system. This course qualifies a student for *Computer 40* or *Computer 50*. **Prerequisite:** *Mathematics 22 (Geometry)* and some degree of abstract organizational ability.

40-1 (3901) Topics in Computer Science 40-3 (3903)

Four prepared class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. Artificial intelligence and LISP, object-oriented programming and Smalltalk, compiler instruction and C represent some of the possible topics and languages. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 30* or permission of the department.

50-1 (3951) Computer Science

Five prepared class periods. The first term of a yearlong course in algorithms and data structures using primarily the Pascal language. The emphasis will be on programming methodology and some standard algorithms. The curriculum will be guided by the course description of the College Board AB Advanced Placement Examination in Computer Science. This course may require more than the standard 4 to 5 hours per week of homework.

Prerequisite: *Computer 30* or permission of the department.

50-23 (3955) Computer Science (T2)
(a two-term commitment)

Five prepared class periods. Continuation of *Computer 50-1*. The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** *Computer 50-1*.

Music

All entering students must take a Music Placement Test to determine at what level they should enter the Music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 20* or *Music 21*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 25*. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in Music History and/or Theory will enter the curriculum by taking either *Music 41* or *Music 43*.

Starting with the Class of 1996, approximately half of entering Juniors will satisfy their diploma requirement in Music by taking *Music 21*: a yearlong, 3-hour per week, in-depth version of *Music 20*. The remainder of the Junior class will, depending upon performance on the Music Placement Test, take *Music 20* during the Lower Middle year and then complete their diploma requirement by taking either an ensemble for credit (*Music 14-18*), or any course higher than *Music 21*. Starting with the Class of 1996, entering Lowers must take a total of three trimesters of Art and Music, with at least one course in each area; subject to their performance on the Music Placement Test, most will take *Music 20*. Those who elect to take a second Music course to fulfill the diploma requirement in Art & Music will take either an ensemble for credit (*Music 14-18*) or any course higher than *Music 21*. Other entering Lowers satisfy their diploma requirement in Music by taking one trimester of Music (20-level or above). Entering Upper Middlers must take a trimester course in either Music (20-level or above) or Art at the Academy. Entering Seniors should take one trimester of either Music (20-level or above), Art, or Theatre.

Students may take any course below the 20-level at any time and, if they desire, repeatedly during their PA careers. *Music 20*, or exemption on the basis of performance on the Music Placement Test, is a prerequisite for all upper level electives.

APPLIED MUSIC

courses in this section may be taken any time in a student's career.

1-123 (6141) African Drumming Ensemble (6142) (6143)

Pass/Fail. Two double periods. Open to all students regardless of whether or not they have previous experience in music. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture, and teaches improvisational and ensemble skills. The school owns 20 African drums which allow for as many as 30 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. (Mr. E. Thomas)

5-123 (6151) Fidelio Society (6152) (6153)

Pass/Fail. Three prepared periods. Open to all classes. This small group of mixed voices is selected from the *Chorus* (Music 17). It performs on numerous occasions throughout the year both on *Chorus* programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon good standing in the *Chorus*. This course, if failed, cannot be made up by examination. (Ms. Lloyd)

6-123 (6161) Band (6162) (6163)

Two double periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed. It includes marches as well as classical, popular, and show music. Much sight reading is done, and at least one public concert per term is given. This course, if failed, cannot be made up by examination. (Mr. Monaco)

7-123 (6171) Chorus (6172) (6173)

Two double periods. Open to all qualified students. The *Chorus* is the Academy's major singing group,

comprised of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral experience is necessary; just a desire to work hard and enjoy a unique choral experience. This course, if failed, cannot be made up by examination. (Ms. Skelton, Mr. Walter)

18-123 (6181) Chamber Orchestra (6182) (6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination. (Mr. W. Thomas)

19-123 (6191) Private Instrument and (6192) Voice Lessons (6193)

Two prepared class meetings per week, plus required attendance at three on-campus concerts per term. One class meeting each week is a 30 or 45-minute instrumental lesson. The other weekly class meeting is a theory seminar which reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Music 19 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: this work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress be accomplished in minimal time, *Music 19* credit students are expected to practice one hour every day.

There is a charge of \$28 per 30-minute lesson, \$37 per 45-minute lesson and \$48 per 60-minute lesson. Keyboard players are assessed a charge of \$20 per term for their use of practice pianos and organs. The Academy owns many other instruments which may be rented for \$20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

N.B.: A *Music 19* credit student who is classified (by the music department) as a beginner **MUST** take *Music 19* for two consecutive trimesters. *Music 19*, if failed, cannot be made up by examination.

DIPLOMA REQUIREMENT COURSES

The following three courses contribute toward satisfying the diploma requirement in Music. Performance on the Music Placement Test determines with which course a student should enter the Music curriculum.

- 20-1 (6201) **The Nature of Music**
 20-2 (6202)
 20-3 (6203)

Six prepared class periods. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary which comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

- 21-0 (6210) **The Nature of Music for Juniors**

Three prepared class periods. Open to Juniors only. This course presents all of the material contained in *Music 20* and, in addition, it surveys the history of music. No previous experience in music is required.

- 25-1 (6251) **Survey of World Art Music**
 25-2 (6252)
 25-3 (6253)

Five prepared class periods. A one-term survey of the history of the world's art music. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. Prerequisite: *Music 20*, or exemption on the basis of performance on the Music Placement Test. (Mr. Lorenzo)

INTERMEDIATE ELECTIVES IN MUSIC APPRECIATION

Each of the following upper-level courses requires *Music 20*, or exemption on the basis of performance on the Music Placement Test, as a **prerequisite**.

- 31-2 (6312) **Jazz**
 31-3 (6313)

Four prepared class periods. Open to Upper Middlers and Seniors. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to

New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats. (Mr. E. Thomas)

- 33-1 (6331) **Survey of World Popular Music**
 33-2 (6332)

Four prepared class periods. A one-term survey of the history of the world's popular music. Following a brief overview, the course explores hymnody, the evolution of Jazz from the popular music of the 40's, Rock and Roll, and European Industrial Rock. Along the way, the course examines music from Africa, South America, the Caribbean, Mexico, the Pacific Islands, and the Far East. (Mr. E. Thomas)

- 36-2 (6362) **Electronic Music**
 36-3 (6363)

Four prepared class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes: mixing board, stereo and 4-track tape recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrete* and other sound collages using synthesizers. Space limitations in the Electronic Music Studio require that the course be limited to 9 students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of \$20 is charged for the use of the equipment. **N.B.**: This course does not focus on popular music. *Music 36*, if failed, cannot be made up by examination. (Mr. Monaco)

- 37-2 (6372) **Advanced Electronic Music**
 37-3 (6373)

Four prepared class periods. This course continues to develop the skills and techniques introduced in *Music 36*. A \$20 lab fee is charged for the use of the equipment. **Prerequisite**: *Music 36*. **N.B.** *Music 37*, if failed, cannot be made up by examination. (Mr. Monaco)

- 38-3 (6383) **Words and Music**

Four prepared class periods. This course examines works of art in which words and music cooperate. Literature studied includes poetry and novels such

Thomas Mann's *Doctor Faustus* and Milan Kundera's *Book of Laughter and Forgetting* which owe a large debt to music. The music studied owes a debt to literature: opera—Verdi's *Otello*—art songs, folk songs, rock music, and musical theatre. Students do some expository writing, as well as some creative writing inspired by listening to 19th and 20th century program music. If interest, talent, and time permit, students join forces to create an entirely original text and musical setting. **N.B.** *Music 38* counts as a "course in which (Seniors) do some writing in the English language." (Dr. Warsaw)

ADVANCED ELECTIVES IN MUSIC APPRECIATION

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

- 1-2 (6412) **Survey of Western Music**
1-3 (6413) **History**

Four prepared class periods. This two-term survey of the history of Western Art Music is a traditional music appreciation course. In the Winter Term the Medieval, Baroque, and Classical Periods are studied. In the Spring Term the Renaissance, 19th, and 20th Century Periods are studied. Homework and classwork feature listening to music in an attempt to understand the varied ways in which composers have made use of the four elements of music. Discussions focus upon how the choices composers have made constitute what we call style." (Mr. Walter)

- 3-1 (6431) **Introduction to Theory and Composition**

Four prepared class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part chorale writing, harmonic progression, and style period analysis. Students acquire some skill and experience working with computer ear training and music processing programs. During the term, students compose several original compositions including the final project of a Menuet in the classical style. (Dr. Warsaw)

- 44-2 (6442) **Intermediate Theory and Composition**

Four prepared class periods. Continuing from where *Music 43* leaves off, this course examines the dominant seventh chord, leading tone sevenths, modulation, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training and dictation begins to prepare students for the AP Exam in the spring. During the term, students compose two major original works: a set of variations in the classical style; and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 43* or permission of instructor. (Dr. Warsaw)

- 45-3 (6453) **Advanced Theory and Composition**

Four prepared class periods. Completing the theory sequence, the focus for this term is on preparation for the Advanced Placement Exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of Music Theory study. Material covered includes secondary dominants, serialism and other 20th Century compositional techniques, American popular song, Blues, and Jazz. Students compose two major works: a 12-tone composition; and a Sesame Street song in one of the popular styles studied. **Prerequisite:** *Music 44* or permission of instructor. (Dr. Warsaw)

- 50-123 (6501) **Chamber Music Seminar**
(6502)
(6503)

Four prepared class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. Classwork consists of sight-reading, performing, coaching, and discussing chamber works. Homework consists of individual practice and group rehearsal. Students are expected to be advanced instrumentalists, and they will generally have taken at least one 40-level course. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** Permission of the department. If failed, this course cannot be made up by examination. (Dr. Warsaw)

Other Courses

HUMAN ISSUES

(9613) Self and Community

A five hour, pass/fail course for Lower and Uppers meeting four times per week with one double period. This course is designed to stimulate awareness and growth in personal integrity and well-being and in good human relationships as essential parts of happiness. Special attention will be given to racism, sexism and other destructive patterns of human behavior. Using readings, film, class discussions and experiential exercises, participants will explore the meaning of self-realization, friendship and community in living the good life.

STUDY SKILLS

(9502) Basic Study Skills

(9503)

Four class periods. This course is designed to help students build effective study skills through understanding more about the learning process. Class discussion focuses on the problems of motivation, concentration and retention. Exercises are designed to work on improvement in each of those areas and to develop proficiency in planning study time, in developing accurate yet flexible reading comprehension, in taking notes and marking books, and in preparing for exams. This course may be taken for at most one term. Permission of the instructor is required.

(9521) Language Skills I

(9522)

(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor required.

(9533) Language Skills II

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the Spring Term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

(9541) English as a Second Language

(9542)

(9543)

Four class periods. This course is for those International students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course. Permission of the instructor required.

Philosophy and Religious Studies

The Department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process. **Hence failed courses usually cannot be made up by examination alone.** The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class periods.

1-3 (7203) The Biblical World View: An Introduction

Four prepared class periods. Open to Juniors and Lower Middlers. Why was the world created? Why are we humans placed on this earth? What are we here for? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the *Bible* (Old Testament), then read selected passages of biblical narrative and reflection which introduce persons and principles central to the Biblical view of the world, its inhabitants, and its Creator.

1-1 (7211) Introduction to Ethics: 1-2 (7212) Discernment and Decision 1-3 (7213)

Four prepared class periods. Open to Juniors and Lower Middlers. Beginning with concrete moral dilemmas and drawing case studies from literature, bioethics and education, this course provides an introduction to ethical reasoning. Specific attention is paid to the thinking of one classical philosopher (Socrates) and one modern utilitarian (Peter Singer).

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Religious Discoverers (Not offered in 1993-94.)

Four prepared class periods. Open to Juniors and Lower Middlers. The experiences of a handful of individuals have exerted an extraordinary influence on the life of the world. These individuals can be called religious discoverers, each of whom has forged a vision of how life should be lived, that persons, communities and whole cultures have found compelling for a thousand years or more. We will examine how the lives of Jesus, Moses, and Buddha have provided exemplary models for living for the religious traditions they represent. We will also examine the life of a modern woman or man who could be considered a religious discoverer.

30-1 (7301) Eastern Religions: An 30-2 (7302) Introduction 30-3 (7303)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. This course provides a brief introduction to four of the world's major religions: Hinduism, Buddhism, Taoism and Confucianism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions.

31-2 (7312) Religions of the Book: Judaism, 31-3 (7313) Christianity, and Islam

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. The aim of this course is to introduce the students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both objective and empathetic, we will introduce the origins and history of each tradition, and explore the variety of its contemporary expressions. By looking at the lives and writings of representative personalities we will become acquainted with the fundamental structures of belief and meaning that shaped their lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, we will learn something about the character of every religious path, and about the questions to which we all seek answers. Since other courses in our current offerings focus on the founders and scriptures of Judaism and Christianity, the emphasis in this course will be on medieval, modern, and contemporary manifestations of these faiths.

33

The New Testament Perspective (Not offered in 1993-94.)

Four prepared class periods. Open to Juniors and Lower Middlers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community and the religious claims of that community concerning the Christ.

36-1 (7361) Proof and Persuasion

36-2 (7362)

36-3 (7363)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth"? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, newspapers and on television.

41-1 (7411) Views of Human Nature

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These include selections from the *Bible* and Plato's *Timaeus*, *Walden Two* by B. F. Skinner, *On Human Nature* by E.O. Wilson and *The Politics of Experience* by R. D. Laing.

42-2 (7422) Post-Biblical Jewish Thought: Responses to the Holocaust

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. An exploration of the holocaust through diaries, memoirs, works of

fiction, poetry, and later reflections on the phenomenon.

Questions to be dealt with will include: what was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event?

43-1 (7431) Law and Morality

43-2 (7432)

43-3 (7433)

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the Instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King, Jr.

44-3 (7443) Nonviolence in Theory and Practice

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. The militarily most destructive century in human history, our twentieth century, has also been one in which such men as Gandhi and Martin Luther King, Jr., have successfully applied nonviolence to conflict situations. What is the theory of this approach to human conflict? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, including recent events in the Philippines and Eastern Europe, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King.

4-1 (7451) In Search of Meaning**4-3 (7453)**

Four prepared class periods. Open to Upper Middlers and Seniors and to Lower Middlers with permission of Instructor. The reflective person is confronted with questions that hunger to be answered yet elude definitive, "objective" answers. The person's faith is often what sustains him/her and provides "subjective" answers to these fundamental questions. The issues of creation, of death, of evil, of identity, of purpose all challenge one's faith. This course (which takes its title from Victor Frankel's book) will consider these issues from a faith perspective using Scripture and literature (i.e. *Equus*, *Man's Search for Meaning*, *The Hunchback of Notre Dame*, *Til We Have Faces*, among others).

4-1 (7461) Bioethics: Medicine**4-2 (7462)**

Four prepared class periods. Open to Upper Middlers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy.

4-3 (7473) Bioethics: The Environment

Four prepared class periods. Open to Upper Middlers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Do we have any obligations to rivers and mountains and birds of the air? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to environmental issues and its role in setting public policy.

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

50-2 (7502) Existentialism

Four prepared class periods. Open to Upper Middlers and Seniors. The term "existentialism" covers a broad range of attitudes and values that are joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit and Being and Nothingness*; Soren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

51-2 (7512) In Search of Justice:**51-3 (7513) from Socrates to Marx**

Four prepared class periods. Open to Upper Middlers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with Plato, Aristotle, Bentham, Mill, Marx and others, so that they will be better equipped to make their own contribution to the never ending search for justice.

52-3 (7523) Great Philosophers

Four prepared class periods. Open to Upper Middlers and Seniors. The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of Plato, Descartes, Hume and Whitehead.

53-2 (7532) Topics in Religion:
53-3 (7533) Self, Society, and Religion

Four prepared class periods. Open to Upper Middlers and Seniors. This course will explore answers to the question "What is religion?" through an examination of various dimensions of religious expression. We will look at religious language (songs, poems, stories, creeds), communities, symbols, rites (initiation, prayer, worship and meditation), and accounts of personal experience of ultimacy. Sociological and anthropological methods will help us sort out the structures and functions common to the social practice of religion. The function of religion in the composition and development of human personality will be examined using the analyses of both psychoanalytic and humanistic psychology. The approach of this course to religious life is both objective and empathetic—that is, it seeks to understand religion as it is actually practiced in many societies, and to acknowledge both its problematic character and its potential for positive transformation of human individuals and societies. Readings from Eliade, William James, Freud, Jung, Weber and Berger, among others.

Physical Education

All three and four year students are required to complete P.E. 10 by the end of the Lower year.

10-1 (9201) Physical Education
10-2 (9202)
10-3 (9203)

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course integrates health and fitness concepts with self-testing and challenge activities. Classes use the running track, fitness center, ropes course and other areas of the athletic complex. Students learn the drown-proofing survival technique. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Students should not enroll in this course unless they are able to swim.

Psychology

The Psychology Department offers two elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration.

32-1 (7021) Introductory Psychology
32-2 (7022)
32-3 (7023)

One double period and two prepared class periods; for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person, psychosocial, cognitive, moral and early childhood development, human motivation and personality, abnormal behavior and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning.

33 Developmental Psychology
 (Not offered in 1993-94.)

One double period and two prepared class periods; for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, and a term paper.

Science

The diploma requirement in science for members of the Classes of 1996 and 1997 is two yearlong science courses; for all others the requirement is a yearlong course and three additional terms of science. At least one of the term-contained courses must be in the biological sciences if the yearlong course was chemistry or physics and, conversely, at least one of the term-contained courses must be in physics or chemistry if the yearlong course was in biology. Two yearlong courses will, of course, fill the requirement as long as one of the courses is in biology and the other is in either chemistry or physics. Students should consider taking achievements after yearlong courses in biology, chemistry and physics. Four-year students are reminded of the academic guideline for a year of science beyond the two-year requirement.

A strong academic program will include some experience in biology, chemistry, and physics. The order in which these sciences are studied will vary with a student's degree of mathematical sophistication, previous science courses, and interest. Each department offers advanced courses for students who wish to add depth to their science studies, and focused term-contained courses which are not advanced to allow students to explore and discover an interest in biology, chemistry or physics outside the traditional introductory syllabus.

The science division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can only be so guaranteed by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The Biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science.

A student entering Phillips Academy as a Lower, Upper, or Senior who wishes to receive Biology credit on the strength of a course taken in the 9th grade at another school may do so upon passing a validation test to be administered after the student arrives at Andover. Most Juniors should enroll in *Biology 25*. An Upper Middler or Senior who wishes to prepare for the Biology Advanced Placement Exam may take one two-term course, *Biology 52* or three one-term courses, *Biology 51*, *Biology 53* and *Biology 54*. Strong students who have received an honors grade in a yearlong science course are encouraged to enroll in the latter sequence.

25-0 (8120) Introduction to Biology

Five prepared class periods each week, of which two will be in the laboratory. This course is intended primarily for Juniors; however, Lower Middlers with little previous experience in science may enroll. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles but also with the methods and techniques used to elucidate them. Attention is paid to the processes by which scientific evidence is gathered, interpreted, and summarized. Part of the Fall and Spring Terms are set aside for individual or group laboratory research projects. (This course is not open to Seniors.)

30-0 (8130) College Biology

Three prepared class periods and one double laboratory period each week. This is a survey course for those students with previous exposure to some of the basic principles of science. It stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism (including nutrition, gas exchange, materials transport, excretion, and homeostasis), responsiveness and coordination, reproduction and development, genetics, evolution and ecology. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. Juniors who take *Biology 30* should be enrolled in *Mathematics 19* or above and have very strong reading skills. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

41-1 (8211) Ecology

41-2 (8212)

41-3 (8213)

Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will examine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics, and food supply. A project or short paper will be required.

42-1 (8221) Animal Behavior

42-3 (8223)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science. The course is designed to familiarize the student with the basic principles of animal social behavior. The topics which receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

44-2 (8232) Microbiology

Four prepared class periods. Open to Uppers and Seniors who have had one year of laboratory science. This lecture course will examine public health threats posed by selected microorganisms. From AIDS and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to Third World development. We will study the biology and epidemiology of these microorganisms and how to keep ourselves healthy, leading to an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide an important focus for the course.

51-3 (8243) Evolution and Ecology (AP)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry. Four class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, succession, and relationships between populations. Problems of societal concern such as pollution, population growth, and environmental ethics will be discussed. Other topics will include plant physiology and

genetics. A short library research paper will be required. This course may require more than the standard 4 to 5 hours of homework per week.

52-12 (8254) Advanced Placement Biology (T2)
(a two-term commitment)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry or permission of the Department Chair. Four class periods and one double laboratory period. This course is open to Uppers and Seniors who have completed one year of biology and one year of chemistry or physics. This is a rigorous survey course which treats the topics covered in *College Biology* in greater depth and places greater emphasis on chemistry. Students who complete this course will be prepared for the Advanced Placement Examination in Biology. This course may require more than the standard 4 to 5 hours per week of homework.

53-1 (8261) Molecular Biology (AP)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry. Four prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions which are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. This course may require more than the standard 4 to 5 hours of homework per week.

54-2 (8272) Human Physiology (AP)

54-3 (8273)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. This course may require more than the standard 4 to 5 hours of homework per week.

50-2 (8282) Biology-Chemistry Laboratory
50-3 (8283)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three or four double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Chemistry

25-0 (8420) Introduction to Chemistry

Five class periods per week. Co-requisite: registration in *Mathematics 19* or above. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, acid-base theories, electro-chemistry, and the chemistry of the organic compounds. Emphasis is placed on developing problem solving as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask their questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Achievement Test. Honors work adequately prepares a student for *Chemistry 52*.

30-0 (8430) College Chemistry

Five class periods. Co-requisite: registration in at least *Mathematics 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electro-chemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem solving and understanding the experimental basis of theories. Text is *Chemistry* by Raymond Chang, or at the same level. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

31-1 (8441) Short Introduction to Chemistry

Open to Seniors who have not had a year of chemistry. Five class periods per week. This course surveys the basic principles of chemistry, such as elements and compounds, periodic table, atomic structure, bonding, general reactions, acid-base chemistry, and simple chemical arithmetic. Laboratory work is an integral part of the course.

36-1 (8461) Chemistry of the Environment

36-3 (8463)

Four prepared class periods. Open to Seniors, Uppers, and Lower. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components.

44-2 (8522) Chemistry of Nutrition

44-3 (8523)

Prerequisite: One year of biology, chemistry, or physics. Four prepared periods per week. This course will study carbohydrates, fats, proteins, vitamins, and minerals, with respect to their chemical structure role in the human body, and occurrence in food. As well, the connection between diet and disease will be examined. What is the nature of the relationship between fat and cancer, and fat and heart disease? What is the data underlying the fiber hypothesis, the possible protective role of vitamin A, and the claims for vitamin C? Other topics such as sports nutrition, energy balance, and food additives will also be addressed. A short research paper on some topic of interest will be required.

51-3 (8543) Organic Chemistry

Prerequisite: Completion of either *Chemistry 52* or permission of the Department Chair.

Three recitation periods, and one double laboratory period. Students interested in medical or biological fields or in additional chemistry must generally wait until the college sophomore year before studying organic chemistry, the chemistry of carbon compounds. This course is a prior introduction to this critically important and fascinating subject.

Students will use an introductory organic text, learn some of the laboratory techniques unique to organic chemistry, make use of three-dimensional plastic molecular models, and gain a sound background in nomenclature, functional groups, bonding, simple mechanisms (E1, E2, SN1, SN2), typical and novel reactions, introductory infra-red and mass spectra. In addition to the introduction of Organic Chemistry, this course will also include review and problem solving of AP-material, in preparation for the exam.

52-12 (8554) Advanced Placement Chemistry (T2)

(a two-term commitment)

Prerequisite: *Chemistry 25* or *Chemistry 30* completed with distinction. Four recitation periods and one double laboratory period. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test. However, it is recommended that *Chemistry 51, Organic Chemistry*, be taken in the Spring to complement *Chemistry 52*.

55-0 (8570) Advanced Placement Chemistry

Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Mathematics 35*, may have taken a physics course, and/or *Chemistry 25*, or may not have taken any previous chemistry. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth, and prepares students for the Advanced Placement Examination in Chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

60-2 (8282) Biology-Chemistry Laboratory
60-3 (8283)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Physics

8-3 (8683) Introduction to Observational Astronomy

Four prepared class periods, with one period each week used for observation. This course is intended for Juniors and Lower who want to become familiar with the universe in which we live. Topics include a study of the daily motion of the earth, moon, sun and planets by examining how those motions are responsible for night and day, seasons and the things we see in the sky. The course will also examine the structure of the solar system and will explore the NASA space program through films and discussion. Much time will be spent making and analyzing naked eye and telescope observations of the night and day time sky.

3-0 (8700) Physics Honors for Juniors

Five prepared class periods. **Co-requisite:** Registration in at least *Mathematics 19*. This is an honors course for talented Juniors with a strong interest and background in science and mathematics. Students entering this course should have completed one year of algebra with an honor grade. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

5-0 (8720) Introduction to Physics

Five class periods. **Co-requisite:** Registration in at least *Mathematics 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism, and modern physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

0-0 (8730) College Physics

Five class periods. **Co-requisite:** Registration in at least *Mathematics 34*. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

32-1 (8751) Classical Mechanics

This course covers the same material as the first trimester of *Physics 30-0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 30*.

34-1 (8771) Cosmology

34-2 (8772)

Four prepared class periods. This course is open to Uppers and Seniors. **Prerequisite:** Prior completion of, or concurrent enrollment in, one chemistry or physics course, and registration in at least *Mathematics 34*. Cosmology is the study of the structure and origin of the universe. Topics include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extraterrestrial life and the possible fate of the universe. Students will be responsible for individual research on recent cosmological topics.

35-1 (8781) Physical Geology

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some attention to disasters of geological origin, e.g. earthquakes, tidal waves, and eruptions. Some of the periods will be used for laboratory work.

42-3 (8813) Electronics

Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and completion of *Mathematics 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

44-2 (8822) Geology of the Solar System

Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 34*. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

52–12 (8854) Advanced Placement Physics (T2)
(a two-term commitment)

Five class periods. **Prerequisite:** An honor grade in *Physics 30* or its equivalent and enrollment in at least *Mathematics 54* or its equivalent. This is a rigorous course in mechanics (Fall term) and electricity and magnetism (Winter term). Calculus will be used as required. This course prepares candidates for the C-level Advanced Placement Examination in Physics and entrance to honor level programs in physics at the university level. This course may require more than the standard 4 to 5 hours of homework per week.

55–0 (8870) Advanced Placement Physics

Five prepared class periods. Open to talented students who will be enrolled in at least *Mathematics 54*, and either have not taken any previous physics, or have taken a previous physics course, but do not qualify for *Physics 52*. If you are interested in this course, you may sign up for it with your academic advisor in the spring or you may request it on your course registration form. The department chairperson will then review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C-level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electricity and magnetism. This course may require more than the standard 4 to 5 hours of homework per week.

60–3 (8893) Relativity and Quantum Mechanics

Prerequisites: Enrollment in at least *Physics 30* and *Mathematics 54*. Four prepared class periods. Relativity and Quantum Mechanics are two theories that completely revolutionized man's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course.

65–2 (8902) Physics Seminar

Four class periods. **Prerequisite:** Completion of *Mathematics 54* and of the fall trimester of *Physics 52* or *Physics 55*. The focus of this course is Intermediate Mechanics. Topics will vary according to the interests of the instructor and the students.

Theatre and Dance

All courses are electives, open to the various classes as noted. Courses in theatre are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work in productions. A variety of experiences is available: some courses result in performance; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

20–1 (6511) Introduction to Theatre

20–2 (6512)

20–3 (6513)

Four class periods. Open to all classes. Using both classical and modern scripts to provide a range of dramatic experiences, the class studies plays in depth to see how they might proceed from page to stage. The course examines the components of production, especially acting, set design, and lighting to learn how the play moves from the script to full realization as a production. The course will examine too a brief overview of the history of theater.

21–1 (6521) Introduction to Acting

21–3 (6523)

Four class periods. Open to all classes. This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting, while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final production.

22–1 (6531) Public Speaking

22–2 (6532)

22–3 (6533)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics.

26-123 (6561) Technical Theatre
(6562)
(6563)

This course is an introductory-level offering dealing with the behind-the-scenes aspects of theatrical production. The class meets twice weekly; once in a lecture-style format and once in a lab/practicum session. In addition, students are asked to complete two hours of shop time each week as their individual schedules allow. The basics of stagecraft, lighting, and costume design and execution are stressed in turn. Students are also exposed to a greater or lesser degree depending on the particular productions each term) to sound design and execution, scenic painting, makeup design, property construction and box office preparation. Hands-on participation is stressed. One or more guest artists/master class sessions as well as one or more class outings to area theatres are usual over the course of each term. The course is offered all three terms, with a different major focus each term: FALL TERM—Basic Stagecraft (scenic and property construction, painting); WINTER TERM—Costuming (design, costume shop operation, building techniques); SPRING TERM—Lighting theory, design, execution).

2-2 (6622) Intermediate Acting

Four class periods. **Prerequisite:** *Theatre 21*, or departmental permission. Building upon the principles of acting introduced in *Theatre 21*, this intermediate acting course consists of detailed scene work exploring the relationship of the actor to his audience and to his fellow actors and focusing on the creation of dramatic moments, both with and without scripts. The course considers various acting styles, in an effort to guide the actor toward a greater understanding of his responsibility on stage: to see to what degree he can remove himself from himself while creating truthful characterizations.

31-1 (6711) Acting and Directing Workshop

Two double periods. **Prerequisite:** *Theatre 21* or 32, or departmental permission. Uppers and Seniors only. The course serves two kinds of students: those who wish as actors to study plays and characters in greater depth and those who wish to study the principles and techniques of directing, the most complex of theatrical tasks. Class members work with manageable scenes from classical and contemporary periods, reading theories of acting and directing, studying various performance styles, and examining methods of

scene interpretation. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

52-123 (6721) Play Production
(6722)
(6723)

Four double periods. By audition. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *The Sea Gull*, *Macbeth*, *As You Like It*, *The Hostage*, and *Hamlet*. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

53-123 (6733) Shakespeare Workshop

Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics, and interpretation. Students read aloud, act, memorize, and perform scenes and soliloquies.

See also *Playwriting (English 516)*.

25-3 (6803) Introduction to Dance

Four prepared class periods. Open to all classes. A formal course in movement and composition which introduces the serious student to the vocabulary and other elements of dance through active participation. The emphasis is not ultimately on public performance, but on the process and the discipline of modern dance. (Ms. Brecher)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



The background of the cover is a photograph of a historic building, likely a church or schoolhouse, with a prominent clock tower. The building is white with a red brick section on the left. A group of four students is standing in the foreground, partially obscured by a large green bush. The sky is blue with some clouds. The text "ANDOVER" is printed in a large, serif font, and "Catalog 1993-94" is printed in a smaller, serif font below it.

ANDOVER

Catalog 1993-94

Phillips Academy admits students of any sex, race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Andover Catalog



Phillips Academy
Andover, Massachusetts 01810-4166



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Some questions you might have

Q: I am not familiar with boarding school; what will life at Andover be like?

A: In a boarding school, teaching goes on 24-hours a day. Andover's 1,200 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness, and ability to make moral decisions. With a student/faculty ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Q: Who attends Andover?

A: Approximately 1,200 young men (50 percent) and women (50 percent) attend Andover during the academic school year. About one-fifth of these students are day students from Andover and nearby towns; the others come from all across the United States and from 40 foreign countries. One-quarter of our students are young men and women of color, and among the student population are members of a wide variety of religious, political and cultural affiliations. Approximately 40 percent of our students receive financial aid.

Andover students are divided into four classes: seniors, upper middlers, lower middlers, and juniors—our traditional terms for 12th, 11th, 10th, and 9th graders.

Q: What exactly is the cluster system?

A: A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a



microcosm of the school at large, composed of students from all four classes, from all backgrounds and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North, and West Quad South. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports, and weekday social functions.

Q: Who are the students' advisors?

A: The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory, who sees the student every day, and with whom the student often forms a close personal relationship. Day students, similarly, have day student counselors. All students also have an academic advisor, plus five classroom teachers and a coach or special activities advisor each term. These faculty members communicate regularly with each other and with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

Q: What kind of extra help is offered?

A: Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and, because 95 percent of the teaching faculty live on campus, in the evening as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at math study hall.

Q: What is the school's policy regarding drugs and alcohol?

A: The possession or use of alcohol or illegal drugs is forbidden at Andover. To help our students understand why these substances interfere with development, an intensive, week-long series of classes and seminars is held each fall by the school's counselors and such organizations as The Freedom from Chemical Dependency Foundation. The entire student body attends. At all times during the school year, professional counselors are available at Graham House and the Dean of Students' Office. A Drug and Alcohol Awareness Committee also offers peer discussion and support. Discipline for infractions of the rule is explained on p. 54 and also in the students' rule book, *The Blue Book*.

Q: How does Andover cultivate its multicultural community?

A: Informally, in conversations in the dormitories and around the quads, and simply by living together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community Affairs and Multicultural Development organizes anti-racism workshops, Martin Luther King Day celebrations, and other such events, and the dean and staff of that office provide personal and academic counseling. Individual academic departments and the Headmaster's Office also sponsor dozens of lectures, films, and programs on cultural issues. Student-run organizations such as the Asian Cultural Society, the Afro-Latino-American Society, the Jewish Student Union, and several others also arrange educational programs and cultural celebrations.

Q: What are sports like at Andover?

A: Competitive athletics are available in all major sports at all levels, from varsity, sub-varsity, and beginners interscholastic teams to intramural cluster teams. In 1993, Andover teams finished first or second in New England tournament competition in the following sports: girls' cross-country, field hockey, girls' volleyball, football, boys' and girls' indoor and outdoor track, girls' lacrosse, boys' and girls' cycling, girls' crew and boys' and girls' basketball. Many of Andover's individual athletes have also been chosen for select teams in several sports and have received All-League, All-State, and All-American honors.

For Andover's students who are not interested in competitive sports, the school offers an exciting range of athletic alternatives, including dance, aerobics, yoga, kayaking, swim instruction, scuba diving, Search and Rescue, and many more.

Q: What is the average number of students in a class?

A: The average class size is 13-14; a class may be as small as 8 or as large as 18.

Q: How are day students integrated into the community?

A: Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster, eat all meals at Commons, and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Q: Does Andover have a dress code?

A: No, but we expect Andover students to be neat and clean and to dress appropriately for each occasion.

Q: Can I afford Andover?

A: Yes; a wide range of options make it possible. The Academy has more than \$6 million available annually for financial aid in scholarship grants and loans: approximately 40 percent of our students receive financial aid. Also, the Academy has an innovative financing program, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 73.

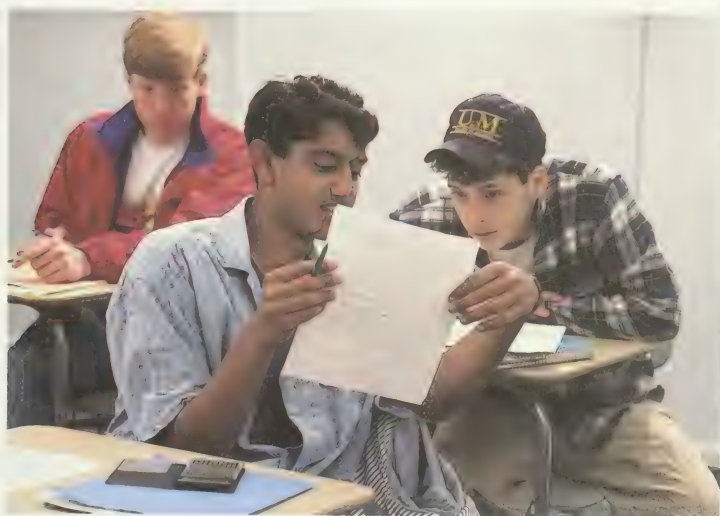
Q: How does going to Andover affect my child's chance of going to the college of her choice?

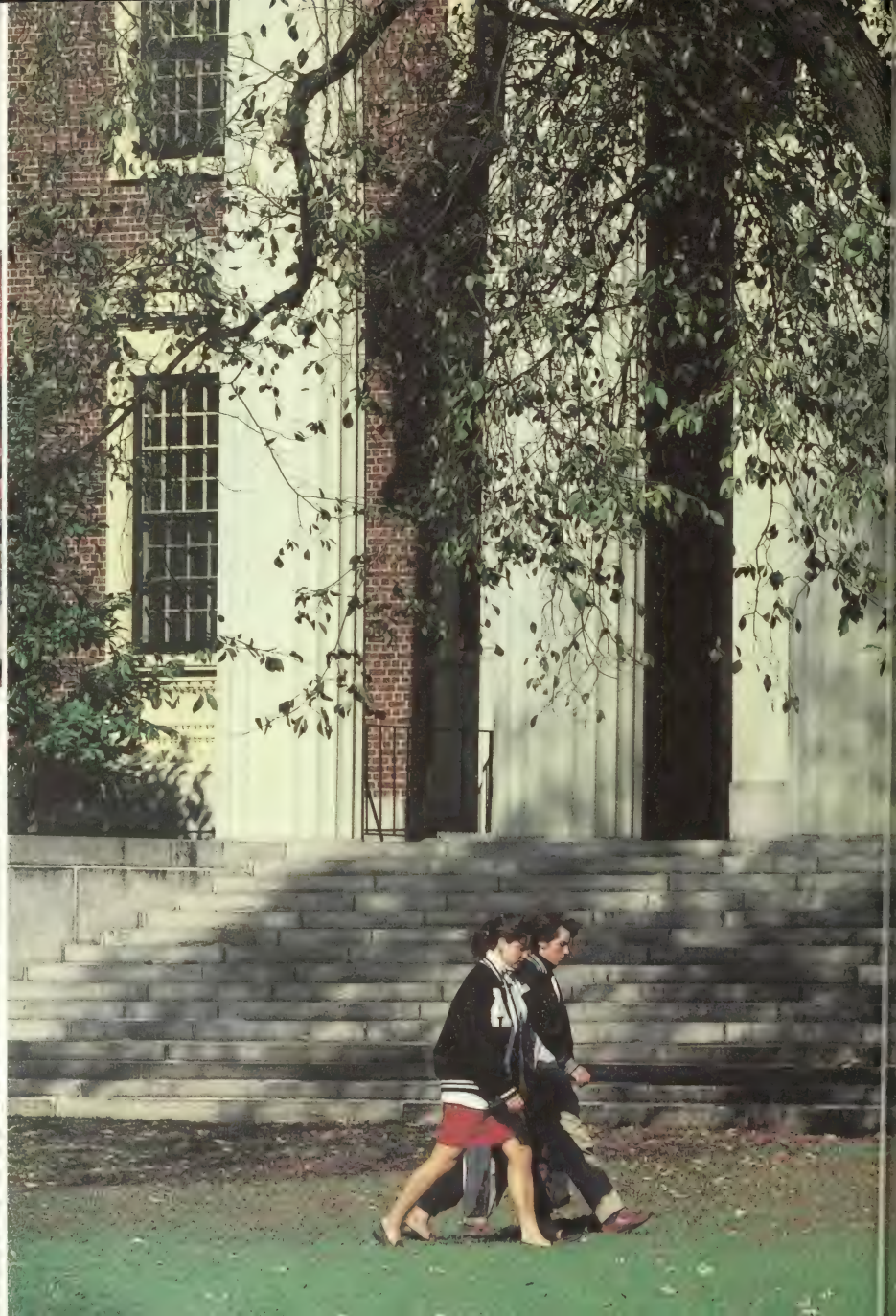
A: Many Andover graduates do go on to their first choice colleges, and Andover students are indeed highly sought and highly regarded by selective colleges. But college admission is extremely competitive, and going to Andover does not guarantee acceptance to the college of one's choice. What Andover does is offer its students a superb education, prepare them to meet the academic and social challenges they will face at college, and guide them toward colleges where they are most likely to be stimulated, happy, and productive.

If you have questions about Andover's admission or application procedures, or you wish to request another catalog, write or call:

Admission Office
Phillips Academy
180 Main Street
Andover, Massachusetts 01810-4161

Admission Office direct line: (508) 749-4050
Switchboard: (508) 749-4000, ext. 4050
Office hours: Monday-Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12 noon, Oct. 1-Jan. 31.





by Donald W. McNemar, Headmaster

In the introduction to his essay collection, "One Man's Meat," E. B. White wrote, "Once in everyone's life there is apt to be a period when he is fully awake instead of half asleep . . . one of those rare interludes that can never be repeated, a time of enchantment." I believe that Andover's students experience such a time during their few years on our campus. They come here during a most significant period of their lives. They come from nearly every state in the nation, 40 countries, every economic circumstance, and every sort of religious background and ancestry. They are exposed first and foremost to one another and to the great benefits of a culturally diverse society. They are required to study. They are encouraged to travel. They are expected to dream. All of this happens on a campus of more than 500 acres, under historic elms, on playing fields and lawns where American soldiers trained for the Revolutionary War, and in buildings named for famous men and women who spent their own rare interlude here.

That our students are, as White wrote, fully awake instead of half asleep—which for an adolescent can be a far more comfortable state, especially at, say, 8 o'clock on a cold winter morning—is a testament to the strength of Andover's faculty. They are as accomplished in their fields as they are devoted to their charges. An English teacher may be a professional photographer, a house counselor may use his evenings to finish his second off-Broadway play, and a field hockey coach may also be a highly regarded research biologist. These talented adults teach Andover's students, play sports with them, perform with them, travel with them, and talk with them, frequently and at length, about school, careers, and the business of growing up.

It is not always a simple business. When I see an Andover sprinter who has just lost a race, which she began not only with expansive hopes but also with her parents watching, I smile and she smiles back. We both know it would be far easier and more truthful to shake our heads and grumble. She will go back to her dorm with problems: the "I blew it" problem, the "I blew it in front of my parents" problem, perhaps the "Will I ever be any good at this?" problem. Yet she will not have the luxury of feeling badly for long. Andover is a residential community,



In 1782 Paul Revere was commissioned to make the Phillips Academy seal. Revere engraved the educational faith of Andover's founders—"The end depends upon the beginning"—around the symbols of the rising sun and the hive of industrious bees. The founders' religious and patriotic commitment to the common good is symbolized by the second motto, "Non Sibi"—"not for one's self."

where learning takes place 24-hours a day. Our sprinter will have a friend in the dormitory to talk things over with, and a house counselor who may have been an All-American athlete herself, or may not have been an athlete at all, and who will offer a fresh perspective. It is in these private conversations that so much learning takes place—about the value of effort and of humility, about the value of forcing a sociable smile when you feel like kicking the dirt. It is in these private conversations that Andover often reaches its goal of teaching students goodness as well as knowledge.

I do find myself smiling often here, and not only to cheer up an unhappy athlete. I have felt—we all have felt—those moments of elation when suddenly our breath catches, the hairs rise on our arms, and we are surprised by unexpected emotion. As a child, I always seemed to have this feeling in the presence of a brass band. As Andover's headmaster, I find it overtakes me more frequently. I remember one winter, for example, when students and faculty from our Music Department performed Handel's opera *Esther* on a stage constructed in the chapel. A senior soprano, Amy Zimmerman, stepped forward to sing an aria. She was dressed in an Israelite's white tunic; under the spotlights her eyes glittered. I expected that her voice might quaver, a concession to the grandeur of the chapel setting, and her youth, and perhaps stage fright, but her first note was pure and grew stronger the longer she held it. I had to smile. We were treated to such chills all evening. I know that Andover's students accomplish great things here under the tutelage of a gifted faculty, yet the level of those accomplishments still sometimes takes me by surprise.

One of the students in the chorus whom I had a chance to congratulate after the opera was Willie Tate, a senior baritone from Jackson, Mississippi. A few weeks earlier I had seen his excellent performance in a varsity football game. When Willie came to Andover as a tenth grader he could already sing quite well, but he learned his football here. And in this way, Willie is like many of Andover's students. They bring to this campus academic strength and artistic, creative, and athletic talent. But they also bring a desire to try something completely new—singing opera, writing sonnets, playing football, speaking Greek. With our faculty to guide them, they grow as much from attempting their new skill as from mastering it.

I have heard people say that only great kids get into Andover, but I disagree. Good kids get into Andover, kids who are able and industrious, who are willing to strive for academic excellence and moral decisiveness, who are inspired by one another in this multicultural community. I think because of their experience here—because of these enchanted years—they have the opportunity to be great kids when they leave.

Headmaster Donald W. McNemar





This revised version of the Statement of Purpose, voted by the faculty in the spring of 1988, reaffirms the Academy's goals set forth in the Constitution of 1778.

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.





*Jean St. Pierre, Instructor in
English and Theater on the
Abbot Academy Foundation*

by Jean St. Pierre

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning. In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterwards join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed, establishing a "public free school or Academy" that would be committed to educating "Youth from every quarter" and would be the nation's oldest incorporated boarding school. Both Samuel and Phebe Phillips died before her dream of a girl's school could be realized, but not before that dream could be handed on to willing hearts. In 1828, Samuel Farrar, a close friend of Mme. Phillips and treasurer/trustee of Phillips Academy, together with other Phillips Academy trustees, met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1828, as Abbot Female Academy, one of the first schools in New England to be founded for young women alone.

Each of these schools in the years that followed remained faithful to the commitment made in each of their Constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students grow both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' "bargain" was realized anew. In June of that year, Phillips Academy and Abbot Academy, two of New England's and the nation's oldest schools, merged and created a distinctive coeducational institution that combined the best of both traditions.

Committed still to the education of mind and heart, Andover today includes 1,200 students, equal numbers of young men and young women, from across the globe. The dream thrives of educating "Youth from every quarter." "*Finis origine pendet*" the Academy seal affirms. The end does indeed depend upon the beginning.



Sol LeWitt (1928–) Wall Drawing number 123, executed by PA students from the artist's instructions on March 27, 1991, charcoal on white gesso (gift of Sol LeWitt for the Addison Art Drive).



Graceful Bulfinch Hall (1819) has been in Academy use for more than 150 years as a recitation hall, gymnasium, and dining hall, and now houses Andover's English classes. Dr. Oliver Wendell Holmes, class of 1825, immortalized "the classic hall" in his poem, "The Schoolboy," written over 100 years ago for the Academy's Centennial Celebration. In 1984, Bulfinch received a full interior restoration, to reflect its original early 19th century design.

The Place

Phillips Academy, known as "Andover," is located on a hilltop in the town of Andover, Massachusetts, which is twenty-one miles north of Boston and Cambridge, and less than an hour's ride from some of the loveliest beaches and mountains in New England. The school's campus has 500 acres of land and more than 160 buildings, including a 65-acre bird sanctuary, a library with more than 100,000 volumes, and two extraordinary museums, the Addison Gallery of American Art and the Robert S. Peabody Archaeology Museum. The school has an endowment of approximately \$230 million (as of 5/93) for support of academic programs, faculty compensation, student scholarships and tuition, and maintenance of the campus. Among the school's resources are 624 dormitory rooms, 72 classrooms, an astronomy observatory, a licensed FM radio station, 5 extensive science laboratories, 20 art and music studios and a new theatre, 3 gymnasiums, 2 swimming pools, 18 playing fields, 25 tennis courts, 2 dance studios, an all-weather track, and a covered hockey rink.



Addison Gallery of American Art owns
 100 works by Winslow Homer
 1900), including this masterpiece, *Eight
 O'Clock*, oil on canvas, 25 1/4 x 30 1/8 in.,
 anonymous donor.

Addison Gallery Of American Art

In 1930, when Thomas Cochran gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an art resource for the school, the Addison enriches the life of Phillips Academy and the community in countless ways every day.

The museum's holdings are recognized as a distinguished specialized collection and include works by, among others, Washington Allston, John S. Copley and Benjamin West representing the Colonial period; Thomas Eakins, Winslow Homer, and James A. McNeill Whistler representing the nineteenth century; and George Bellows, Edward Hopper, George B. Luks, and John Sloan representing the early part of the present century. In addition, contemporary artists are represented by works of Alexander Calder, Hans Hofman, Georgia O'Keefe, Jackson Pollack, Frank Stella (PA '54), Andrew Wyeth, and many others.

The Addison makes available to Andover's students and to the public this extraordinary collection. Last winter, for example, in one month, American history classes studied the Addison's exhibition "The American City" with its masterworks such as Sloan's *Sunday, Women Drying Their Hair*, Childe Hassam's *Fifth Avenue and 53rd Street*, and Hopper's *Manhattan Bridge Loop*. Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava, and Hollis Frampton (PA '53), among others. Children from elementary schools in Lawrence were brought to the museum to see, many of them for the first time, exhibitions of art and photography, and to meet the exhibiting artists. Andover's art students watched the interactive videodisc of Eadweard Muybridge's motion study photography (one result of the museum's innovative electronic publishing effort). And hundreds of visitors were delighted to view the exhibition of more than ninety works by Winslow Homer. The Addison's activities are numerous and continuous as the museum serves the school, the community, and the arts.

The Oliver Wendell Holmes Library

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous doctor, poet, and wit who was a member of the class of 1825. The building, which consists of the original 1930 structure and an addition of 30,000



square feet completed in 1988, contains the Academy's main collection of over 100,000 volumes. The library subscribes to 260 current American and foreign language serials, receives several daily papers from throughout the country, and contains an extensive retrospective periodical collection in microform. The stacks are open. The Oliver Wendell Holmes Library, like all libraries everywhere, is in the midst of a technological revolution that will provide more information from more places to more people more rapidly than ever before.

The library is a service-oriented teaching library. Because of the strong academic tradition of Andover, the library assumes the responsibility of instilling in its students a finely-tuned ability to retrieve information rapidly and simply in all formats. Additionally, the faculty at Andover are active in many fields of research, and the library supports their work.

The library is the home of more than 200 years of Phillips Academy archives and several rare and special collections. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes, some Audubon elephant folios, and one of the world's leading collections of Vergiliana.

The building is open more than 85 hours each week, and contains seminar rooms, faculty research carrels, a faculty reading room, and a number of classrooms.

"What you learn here is far more than English, Math, or Biology. Andover teaches responsibility and it gives you principles. What you get out of Phillips Academy stays with you the rest of your life."

—Tushaar Agrawal '93

Phillips Academy Academic Computing Center

The Academic Computing Center, located in the lower level of the Oliver Wendell Holmes Library, contains two computer classrooms and a computer laboratory filled with more than 70 computers and printers (including Apple IIe, Macintosh, and IBM compatible computers, and various impact and laser quality printers). The Computer Center is an evolving hub of electronic technology, and the Academic Computing staff constantly seek to acquire new equipment; recent additions include a scanner, CD ROM player, videodisc player, Midi keyboard, and video learning station. Faculty frequently use the center's computer classrooms for lessons and demonstrations in nearly all academic subjects; in addition, the center is open to students for their individual work during all library hours. The center's staff regularly schedules free training sessions on all computers for faculty and students, and the center also offers to students an optional discount computer purchase plan. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc. as a Macintosh Reference Site and as a Solutions '91 School.



The Cochran Sanctuary

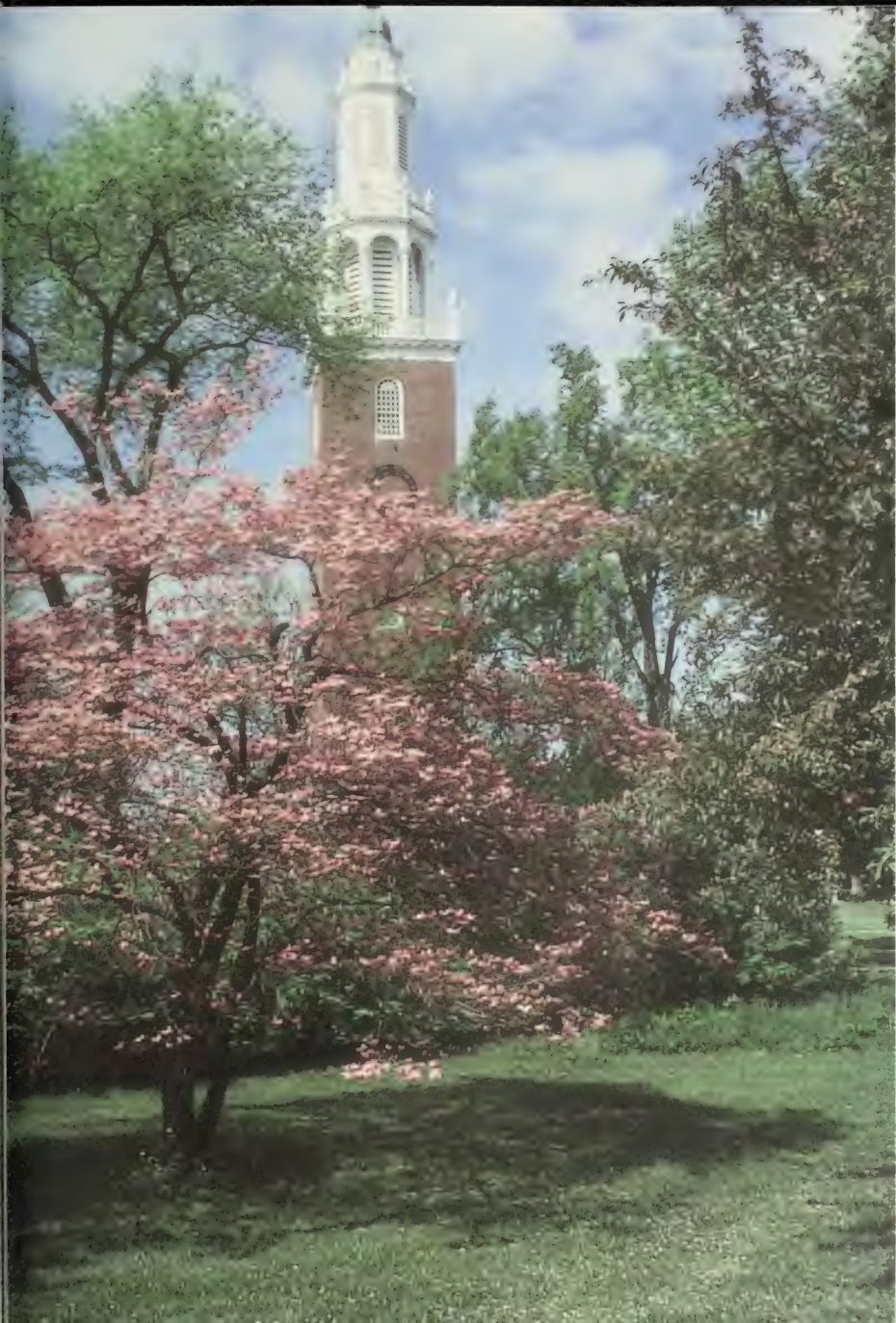
The Moncrieff Cochran Sanctuary is a sixty-five acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron, and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the Sanctuary, as does the Academy's Search and Rescue program.

The Robert S. Peabody Museum of Archaeology

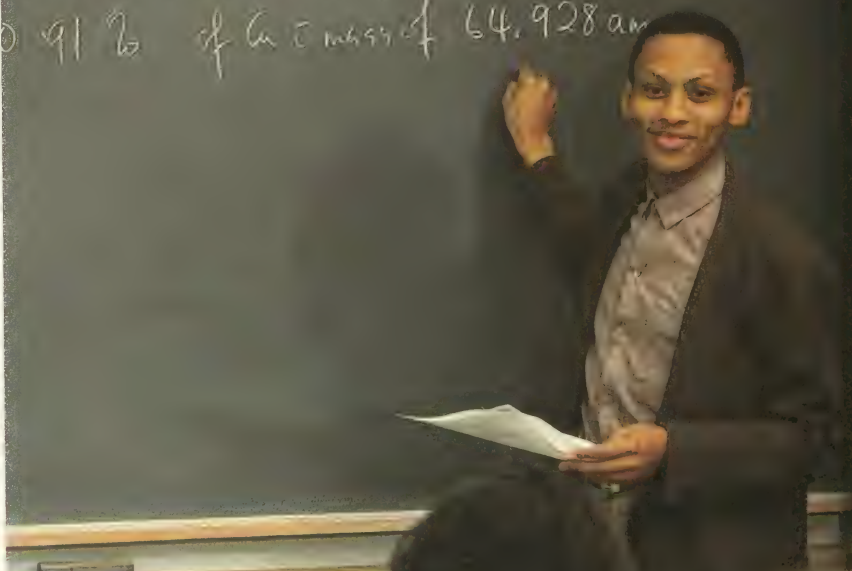
Established in 1901, the Robert S. Peabody Museum of Archaeology houses one of this country's outstanding collections of Native American artifacts. The museum serves as an educational and research center for the Phillips Academy community, the general public, and visiting scholars. Permanent exhibits review the 12,000 years of human history in the Northeast, and rotating exhibits highlight particular topics or issues. Museum programs offer students the opportunity to meet and work with archaeologists and Native Americans as well as museum professionals. The museum also hosts a wide range of classes, meetings, and seminars for both the Phillips Academy and the broader Andover communities.



An example of black-on-white pottery. Excavated from the Pecos pueblo, Pecos, New Mexico, by the R. S. Peabody Museum, 1920.



0.99% Cu mass of 62.930 amu
0.91% of Cu mass of 64.928 amu





Susan McCaslin
Dean of Studies, Instructor in
Philosophy and Religious Studies

by Susan McCaslin

The Curriculum

Fulfillment of the school's diploma requirements and academic guidelines provides a rigorous program of study that is both broad and well-balanced among the arts, humanities, and sciences. Andover's extensive elective courses beyond the diploma requirement level enable a student to choose areas of interest and to pursue them in depth—whether it is researching recombinant DNA, reading Gabriel Garcia Marquez or Aristophanes in the original, writing a play, studying fractals, or taking a seminar in Existentialism or Images of Women or American Race Relations. Andover's relatively large size enables it to offer students breadth and depth. In every department, courses are offered beyond the college entrance level.

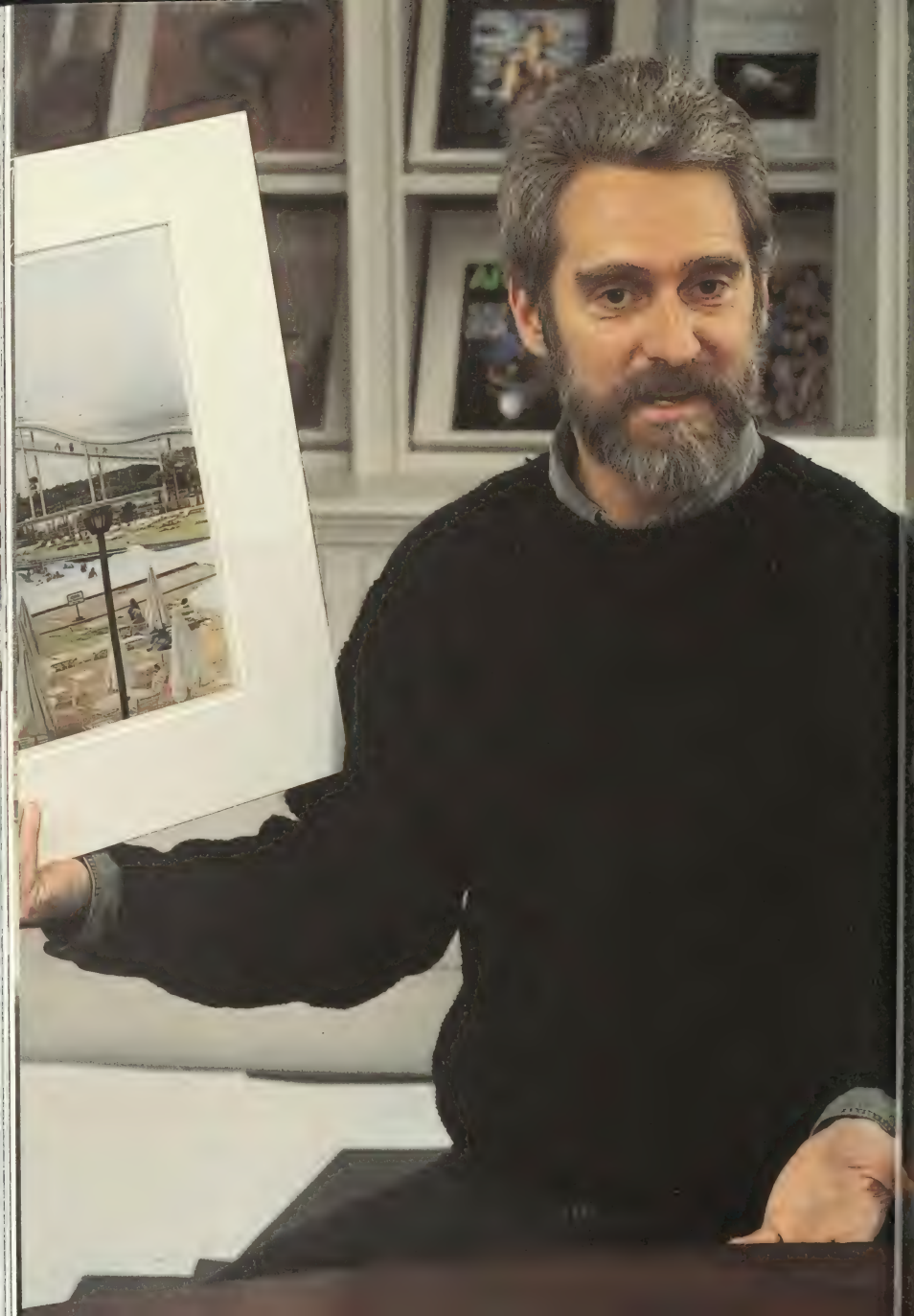
Another benefit of Andover's size is the Academy's ability to offer a variety of entry level courses in *all* departments in order to respond more sensitively to a student's incoming level of preparation. One may begin, for example, at every level of math every term. Most languages offer regular and accelerated sequences, as do all year-long laboratory courses in biology, chemistry, and physics. In areas such as math, science, and languages, where knowledge is cumulative, this flexibility permits students to move at a pace that makes the best educational sense for them and so to gain a firm foundation for future achievement in these areas.

The focus of the curriculum in the lower two years is to provide broad exposure to a variety of disciplines, with an emphasis on building skills in each area. As students progress into the upper two years, they are presented with increasing elective choice so that they may fashion a largely individualized program in the senior year.

The Andover curriculum encompasses 189 courses in eighteen academic departments. An academic advisor guides a student throughout his or her career to develop a program of study that meets his or her needs, interests, and abilities while ensuring a sound foundation in the liberal arts.

Requirements

Requirements for a diploma vary according to the level at which a student enters the curriculum, and are described fully in the *Andover Course of Study* booklet. In general, students receive extensive instruction in English, math, foreign language, history, and science, as well as exposure to the arts, religion and philosophy, and physical education.



Course Listing

Visual Studies (diploma
requirement foundation course)
Visual Studies for Juniors
Introductory and Advanced
Ceramics
Introductory and Continuing
Photography
Advanced Photography
Drawing and Two-Dimensional
Design
Three-Dimensional Design
Sculpture
Contemporary Communications
Video and Computer Animation
Graphics
Computer Graphics
Introductory and Continuing
Painting
Printmaking
Architecture
Filmmaking
Art History
Advanced Placement in Art

ART

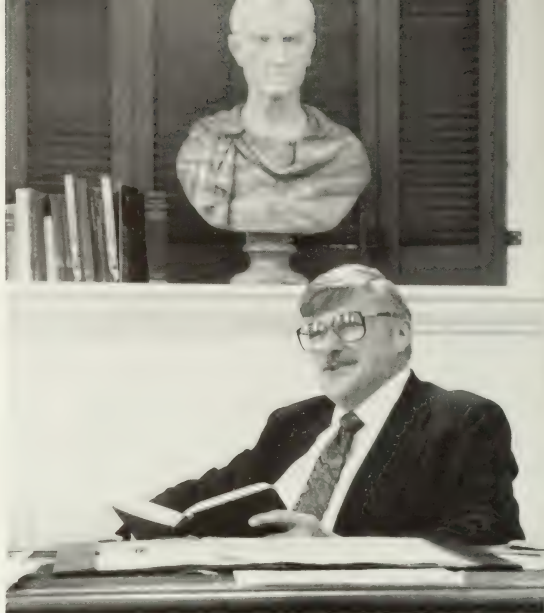
Art Department courses help our students explore the relationship between seeing and thinking, and challenge them to involve themselves in the creative process. The diploma requirement Visual Studies course is the cornerstone of the Visual Arts curriculum and is a prerequisite for all elective art courses. Students learn that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm, and color are topics for discussion and the focus of some basic assignments in drawing, photography, and collage. Recently, computer graphics and video projects have also been included to emphasize the significance and complexity of sequential and motion media imagery.

Fundamentally, the study of visual art at Andover is about risk-taking, wandering through the creative process open to change, allowing spatial reckoning to override linear thinking, and finding image solutions rather than the "right" answers.

The basic introduction to visual literacy will help to demystify the experience of looking at images, and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries.

Beyond Visual Studies, a wide range of elective courses offer opportunities for in-depth exploration of various visual media. Students who wish to pursue several terms of art can choose from several courses taught by a faculty of ten practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to a remarkable collection of American art at the Addison Gallery of American Art, enhance the studio experience.

Work spaces in the Arts and Communications Center offer a fully-equipped wood and metal shop, two complete photography labs, printmaking facilities, two video editing rooms, and a computer graphics studio. The painting and ceramics studios are in nearby buildings.



Course Listing

Etymology

Greek Literature

Classical Mythology

Structure of Classical Languages

*Courses in Latin and Greek are listed
under Foreign Languages.*

CLASSICAL STUDIES

Four full-time members of the Classics Department offer several elective courses in Classical Studies designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology.

Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an Honors sequence and complete five years of study in four years.

Course Listing

Required Courses

- The Myth and the Journey
(three terms for all juniors)
- English Competence
(three terms for all lowers)
- The Seasons of Literature
(two terms for uppers)
- Tragedy and Romance
- Comedy and Irony
- Shakespeare
- English

Elective Courses

- Non-fiction Writing
- Writing Through the Universe
of Discourse
- Literature of Two Faces
- Topics in English Literature
- American Writers
- Theme Studies
- Genre Studies
- James Joyce
- Man and God
- Backgrounds in English Literature
- Directions in 20th Century Drama
- Shakespeare on the Page and Stage
- The Short Novel
- Satire and Comedy
- Novel and Drama Seminar
- Creative Writing
- Literature of the Quest
- Playwriting
- Images of Women
- Chaucer and His Age
- The Vietnam Legacy in Literature
and Film
- Period Studies
- Writers In Depth

ENGLISH

The English Department's writing and literature programs are inextricably connected. Developed from the twin notions that younger students have a special affinity for myth and a vivid consciousness of themselves as emerging adolescents, the junior program encourages an understanding of myth through the study of *The Odyssey*, *The Tempest*, and other Journey and Quest myths, and encourages a perspective on the developing self through such works as *Great Expectations* and *Black Boy*. The students keep journals and write short papers. The program aims to induce a love of literature and personal writing.

Lowers at first write essays which concentrate on analysis, argumentation, persuasion, and comparison, and also write an extended research paper. Along the way, they expand their vocabularies and acquire a rhetorical and literary lexicon. In the spring term, as they get ready for the upper year, the students apply their maturing writing skills and growing vocabularies to the study of short stories, essays, and poetry.

For uppers, the program returns initially to a mythic foundation with such works as *Oedipus Rex*, symbolic stories from *The Old Testament*, and *Doctor Faustus*. The course then pursues literary examples of tragedy, romance, irony, and comedy through three large historical periods and many cultures. Students typically discuss these works in class, and then write regular papers of formal literary analysis, but teachers also encourage such complementary alternatives as journals, narratives, role-playing, and satire. The course provides uppers an incipient grasp of literary mode, and of the historical, mythic, psychological, and cultural contexts of literature.

The department offers about two dozen term-contained elective courses for seniors: writing courses in fiction, non-fiction, and poetry, and such literature courses as Chaucer, Shakespeare, Spenser and Milton, The Literature of the Quest, The Vietnam War in Literature and Film, Images of Women, and The Literature of Childhood and Innocence. These courses all engage students in literature on a sophisticated level, and all require regular writing of one kind or another. The English Department's three dozen faculty members include award-winning poets and playwrights, and several novelists, journalists, and critics, all of whom are committed to nurturing their students' writing.

Course Listing

An intensive introductory course in *Italian* is offered for seniors. A one-term introductory course in *Japanese* is also offered. All other languages offer introductory and intermediate courses, with opportunities for acceleration at those levels. Students are then eligible for the following courses:

Chinese

Beginning, Intermediate and
Advanced Chinese
Stories in Modern Chinese
Communications in Modern Chinese

French

Beginning and Intermediate
French
Le Village Français
The Novel
Film
Journalism
Short Stories
Theater
French Civilization
The Non-European French World
French Literature
Advanced Conversation
History of France
Advanced Placement Language
Advanced Placement Literature
Modern Literature

German

Beginning, Intermediate and
Advanced German
Advanced Placement Language

Greek

Beginning, Intermediate and
Advanced Greek
Iliad and Odyssey
History, Tragedy, Lyric



FOREIGN LANGUAGES

A faculty of thirty teachers in the Foreign Languages division offers Andover students many choices for completing the diploma requirement of three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Russian, and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this basic requirement as a foundation, many students choose to move well beyond in more specialized areas. Accelerated classes are available which complete, for example, the work of four years in three.

In upper-level courses, students can prepare for Advanced Placement Examinations in language and literature and can qualify for advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-advanced placement course.

At all levels of study, students supplement their course work

Italian

Intensive Introductory course for seniors

Japanese

Introduction to Japanese

Latin

Introduction to Latin

Ovid, Apuleius

Petronius, Catullus, Vergil

Comedy, Biography and Epic

Advanced Epic, Lyric and Prose

Russian

Beginning and Intermediate

Contemporary Russian

Conversation and Composition

Composition and Russian

Classical Literature

Advanced Placement Russian

The Russian People: Their

Heritage and Literature

Spanish

Beginning and Intermediate

Spanish

Intensive Language Practice

Readings in Spanish

Conversation and Composition

Current Events; Video

Contemporary Spanish and

Spanish-American Literature

Introduction to Spanish Literature

Advanced Placement in Literature

Major Works in Spanish and

Spanish-American Literature

Phillips Academy was honored when the great academician, Nobel Laureate and peace activist Andrei Sakharov visited campus and spoke to an assembled group of students and faculty. He is shown here at a reception in his honor, with his grandson Matvei Yankelevich, P.A. '91, to his left.

with videotapes, audio tapes, and computers, and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups, and trips to special events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

The Language Laboratory

A microcomputer-controlled cassette system Language Laboratory supplements the classroom experience. It may be used for group oral work during class time and for individual homework and drills during evening hours.

For Andover's School Year Abroad program, and other international off-campus opportunities, see page 63.





Course List

The Human Experience
 Early Modern World
 The World in the Nineteenth
 Century
 The World in the Twentieth
 Century
 United States History
 United States History for
 International Students
 Modern European History
 Introduction to Economics
 Urban Studies Institute
 Comparative Government
 International Relations
 The Russian Experience
 Asia: China, Japan, and India
 or Southeast Asia
 Africa and the World
 The Middle East
 Latin American Studies
 Modern European History
 Ancient History
 Issues in Economics
 American Race Relations
 Masculine/Feminine/Human:
 Issues in Gender Relations
 Nuclear Power and Weapons
 —Proliferation and Responses
 The Renaissance
 Victorian England
 The Courts and Individual
 Liberty and Equality Under Law

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, complete the department's diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government, or International Relations. A yearlong Advanced Placement survey of Modern European history is also available to seniors, uppers, and exceptional lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Men and Women and American Culture, Social History of Families in America, Courts and Constitutional Development, and Nuclear Weapons.

In the required United States History course and in several of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified uppers and seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence, Massachusetts. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than a dozen members, among them historians, social workers, and social scientists.

Course List

Courses leading to satisfaction of the diploma requirement

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions

Elective Courses

Precalculus-Trigonometry
Probability
Statistics and Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus
Honors Mathematics Seminar
Linear Algebra
Calculus of Vector Calculus
Computer Programming:
beginning, intermediate and
advanced
Independent Projects

MATHEMATICS

The twenty-six members of the Mathematics Department teach a curriculum built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Students whose previous course was elementary algebra will take Geometry unless a placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy the diploma requirements by taking intermediate algebra and the first two precalculus trimesters unless the placement test shows a need for Algebra Consolidation first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses; more than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra, and vector analysis.

The Mathematics Department is located in Morse Hall, which is equipped with 12 IBM computers, 14 Macintosh computers, 8 Apple IIe computers, and, in each room, graphing calculators and overhead projection systems. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.

The community of students who like math at Andover is sizeable. Some do advanced mathematics at very early ages; many join the student math club and math team, which has ranked number one in New England several times in math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.



MUSIC

The Music Department faculty consists of nine residential teacher-performers, twenty-one adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Andover offers courses in all areas of music study and for all levels of student. The Nature of Music (Music 20) begins the

Course Listing

Required

The Nature of Music
Survey of World Art Music

Applied Music Electives

African Drumming Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrumental and Vocal
Lessons

Intermediate Electives

Jazz
Survey of World Popular Music
Electronic Music
Advanced Electronic Music
Words and Music

Advanced Electives

Survey of Western Music History
Theory and Composition
Chamber Music Seminar

diploma requirement for students without extensive previous experience in music. Students who have studied music (particularly an instrument) intensively will frequently pass an exemption exam which allows them to initiate their music diploma requirement by taking an upper level elective instead of Music 20. Upper level offerings include two levels of Electronic Music, three levels of Theory and Composition, including two terms devoted to preparing for the AP exam, Survey of Western Music History, Jazz History, Seminar in Chamber Music Analysis and Performance, and a course devoted to words and music.

Students of all levels can participate and perform in many musical groups. There are four orchestras: the Academy Symphony Orchestra (80 members); the Chamber Orchestra (25); the Corelli Society (20); and Excelsior (15). The choral program is comprised of the Chorus (80), the Cantata Choir (45), Fidelio (a 15-member madrigal group), the Chapel Quartet, the Handbell Choir, the Gospel Choir, and several small, less formal singing groups (All That Jazz, Eight-'n-One, Front Row, Six Pack . . .). Wind players have multiple opportunities as well: the Concert Band (80); the Jazz Band (25); and smaller wind and brass ensembles.

The Academy sponsors more than eighty concerts on the campus each year. Most of these concerts take place in the Timken Recital Room in the music building, Graves Hall. Graves Hall, beautifully renovated, consists of three large classrooms, two large rehearsal/concert rooms, a music library (recordings and scores), an electronic music studio, and nineteen practice rooms. Many of the concerts involving large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music. The Chapel also houses three new organs for the use of beginning and advanced organ students. One organ is located in Kemper Chapel; the second is portable; and the third, located in the main chapel, is a 30-stop, double manual, tracker action instrument.



Course Listing

Courses are term contained, involve four prepared class periods, and are offered at various levels on the following topics:

The Biblical World View
 Introduction to Ethics
 Religious Discoverers
 Eastern Religions
 Religions of the Book: Judaism
 Christianity, and Islam
 The New Testament Perspective
 Proof and Persuasion
 Views of Human Nature
 Post-Biblical Jewish Thought:
 Responses to the Holocaust
 Law and Morality
 Nonviolence in Theory and Practice
 In Search of Meaning
 Bioethics: Medicine
 Bioethics: The Environment
 Existentialism
 In Search of Justice
 Great Philosophers
 Topics in Religion

PHILOSOPHY AND RELIGIOUS STUDIES

The Philosophy and Religion Department and its faculty of six seeks to initiate students into three distinctive and interrelated human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field, and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions, and social groups. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty; no topic, subject, or pattern is excluded *a priori*.

Course Listing

Introductory Psychology
Developmental Psychology

PSYCHOLOGY

The Psychology Department faculty consists of three doctoral level, licensed psychologists who both teach and provide psychological counseling services. Two elective courses are offered which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the relationship between psychological knowledge and personal growth.

The Introductory Psychology course is designed to introduce the student to the complexity and diversity of psychological inquiry. Topics covered include: psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; abnormal behavior; and research techniques in psychology.

The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones.

"The academics are very competitive because everyone wants to be the best, but if you don't do as well as you want to, you have a lot of support, not only from the faculty, but from other students, all of whom are more than willing to help"

—Alison L. Wheeler '93





SCIENCE DIVISION

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers, and experimenters in the laboratory, in the classroom, and as independent learners. The requirement of two yearlong courses (which include laboratory work), and the guideline of an additional three terms or a year, provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences. The particular sequence of science courses for any particular student depends on interest and math level.

Biology

In addition to two yearlong courses in introductory biology, the department offers four courses on the advanced level, three intermediate courses, and an elementary course which is particularly well suited to serve younger students. The introductory courses give students a general background and an

Course Listing

Biology

Introduction to Biology
College Biology
Ecology
Animal Behavior
Microbiology
Evolution and Ecology
Advanced Placement Biology
Molecular Biology
Human Physiology
Biology-Chemistry Laboratory

Chemistry

Introduction to Chemistry
College Chemistry
Chemistry of the Environment
Chemistry of Nutrition
Organic Chemistry
Advanced Placement Chemistry
Biology-Chemistry Laboratory

Physics

Observational Astronomy
Introduction to Physics
College Physics
Classical Mechanics
Cosmology
Physical Geology
Electronics
Geology of the Solar System
Advanced Placement Physics
Relativity and Quantum Mechanics
Physics Seminar

understanding of some of the current trends in biology. During the spring term, students design and carry out independent controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who enjoyed the introductory courses.

Because of recent changes in the Advanced Placement examination, Andover does not offer a course specifically directed at advanced placement. Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses permit students to study some topics in considerably more depth than is usual in a typical Advanced Placement course after reviewing and building on material introduced earlier. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used. Many students who take the advanced sequence take the Advanced Placement examination.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the Laboratory Research course, where they learn state-of-the art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

Chemistry

Three levels of yearlong courses introduce students to atomic structure, chemical reactions, bonding, gases, liquids, solids, solutions, thermochemistry, kinetics, acids and bases, electrochemistry, nuclear reactions, and organic molecules. All of these yearlong chemistry courses use a college text and problem solving is emphasized. There are Advanced Placement offerings for one year or two years of study. In addition, term courses are offered in the areas of organic chemistry, chemistry of nutrition, and environmental chemistry. A lab-oriented introduction to chemistry is available to juniors.

The department has excellent equipment for experiments in elementary syntheses and analysis, including analytical balances, visible and infrared spectrophotometers, pH meters, voltmeters, a gas chromatograph, a bench top furnace, and ample ventilating hoods.

Physics and Astrophysics

The Physics Department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and "modern physics." Also offered are electronics, astronomy, relativity and early quantum theory, geology, and university-level Advanced Placement physics.

The Physics Department operates the Thornton Observatory which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor, and six other portable telescopes. These instruments are used in astronomy courses as well as in project work: Recent projects have included such areas as solar, lunar and planetary study; astrophotography; computer simulations; and orbit analysis.

The department is well equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, and computers for rapid data analysis, word processing, or programming. These items and many more are available and used in classroom demonstrations and student laboratory work.

Past students projects have included work with laser transmission of information, holograms, the construction of an electronic calculator, speed-of-light measurements, determinations of the electronic charge and mass, interferometer measurements, and finding the gravitational constant.

Course Listing

Introduction to Theatre
Introduction to Acting
Public Speaking
Technical Theatre
Intermediate Acting
Acting and Directing Workshop
Play Production
Shakespearean Workshop
Introduction to Dance



During his second and third years at Andover, Jack Lemmon's grades were suffering due to his overpreoccupation with theatrics and composing. Though things looked very bleak in his senior year, he applied himself diligently and made what he thought was an astounding reversal. Against all odds he was able to graduate. When Headmaster Claude Fuess handed the proud young Lemmon his diploma, he said, "A remarkable change. I'm truly impressed, Bill."

THEATRE

The Theatre Department takes advantage of the varied skills of ten faculty members, among them professional actors and playwrights. Course content includes introduction to acting, technical theatre, public speaking, dance, the more advanced acting-directing class and the theatre production course.

In a typical year, in those courses and in extracurricular projects, theatre faculty and student directors will mount between twenty and thirty productions. Faculty productions range from a Shakespeare play involving more than sixty student actors and technicians to a six-character Beth Henley play set in a kitchen, or a dance concert with two dancers or twenty. All faculty-directed plays are done under the aegis of the theatre production course, a term-long course in which students must audition in order to participate, rehearse a minimum of eight class hours per week, and perform the play before a general audience of peers, parents, faculty, and local residents. While student-directed plays are not done as course work, they are taken no less seriously than the faculty-directed shows. Student directors must cast their own plays, coordinate all facets of the production, and stay within a prescribed budget. Faculty advisors assigned to each production may monitor the student's progress during the rehearsal period, offering suggestions and advice, but great freedom is accorded each student regarding choice of play, interpretation of the script, and the like.

All of the department's offerings will be presented in a new, state of the art complex consisting of a 400-seat theatre capable of being configured to realize any design requirement, and an equally flexible smaller space that will seat approximately 100, plus classrooms, dressing rooms, storage spaces, and shop areas. With the expansion of gifted and dedicated faculty, and the restoration and completion of an extraordinary new theatrical space, the Phillips Academy Theatre Department is poised to begin a new era, in which theatre faculty hope to provide Andover's students the best education possible in the theatre arts.

Being at Andover is not just about getting into college. Andover is about an experience. I can already see and feel the benefits of what I have learned from dorm life. I get along with all types of people from all kinds of backgrounds. It is the diverse student body which makes Andover such a unique and special place to live, learn and grow.

—Max Hoover '91

At Andover, the College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. The counseling starts in the fall of the upper year with a series of class and cluster-based meetings to outline the eighteen-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors for one-to-one consultation, which begins in February of the upper year. Two individual conferences occur in the spring, the first to review academic, personal, and extra-curricular histories and to develop appropriate tailor-made criteria for the development of the initial college list, which is the subject of the second meeting. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents are enlisted from the outset as partners in the process and are encouraged to communicate their ideas and concerns to the College Counseling staff. A quarterly Newsletter is mailed to parents from the College Counseling Office.

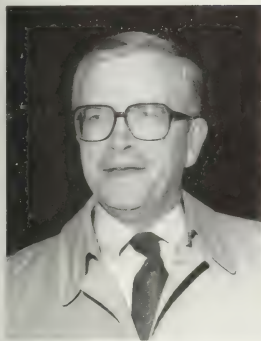
The College Counseling Office maintains a library of college catalogues, financial aid information, and testing materials. The office hosts several hundred college admission representatives annually, coordinates the college admission testing program, and presents workshops and seminars on various aspects of the college admission process, such as interviewing and essay writing.

The office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.



For a listing of college matriculations for the 1992 graduating class, please see p. 89.





Helmuth W. Joel, Jr.
Dean of Faculty,
Instructor in English

by Helmuth W. Joel, Jr.

"*Passionate!*" a senior exclaimed when asked to describe Andover's teachers.

Passionate means instructors in Russian who take turns teaching first-year classes so students will hear different voices. It means mathematics teachers excited about applications of the graphing calculator, who remember to begin classes with students' questions out of the previous day's homework. It means English teachers whose devotion to language inspires a class in Toni Morrison or N. Scott Momaday as much as one in Edith Wharton or William Shakespeare—or indeed one featuring Andover students' own writing. It means a physics teacher visiting another teacher's Physics 20 class and finding himself speculating as intensely as the students on whether the specific heat of an egg will be higher than that of the boiling water around it. It means a history teacher who on a Phillips Academy trip to a prison on Gorée Island, Senegal, discovers spiritual affinities with his forebears and whose exploration of the black experience in America is enriched forever with the tears he shed there.

Andover faculty members know that the best questions and activities make the best classes. They know that life is full of mystery, some of which can be understood. They know that for answering questions, hard work does better than fear or drift. They embrace students in their efforts to comprehend and create, not only in various academic subjects but also in their developing selves. The faculty knows that each student's path will be different from others' and that the path will include classes, dining hall, athletics, activities, and dormitory. The faculty values different ways and different people; it seeks everyone. *Passionate* indeed the faculty is, yet com-passionate, as well; devoting itself to education of the individual as the best hope for all.

Phillips Academy has 186 full-time and 43 part-time faculty members who hold, among them, 161 Ph.D.s and master's degrees. These educators are professional scientists, mathematicians, historians, theologians, writers, artists, poets, and musicians who have received numerous awards for their accomplishments as professionals as well as for their outstanding work in the classroom. Given their credentials, most of the faculty could be teaching at college. However, they have chosen to teach at Andover, a place where they can have an impact "after the bell." Faculty members are students' house counselors, coaches, and advisors, which is why teaching at Andover occurs 24 hours a day.

"At Andover a student must first master basic skills, then acquire bodies of knowledge, and only then move into thinking originally, critically, or morally; the last step before they leave us is intellectual independence."

—Kelly Wise



Kelly Wise

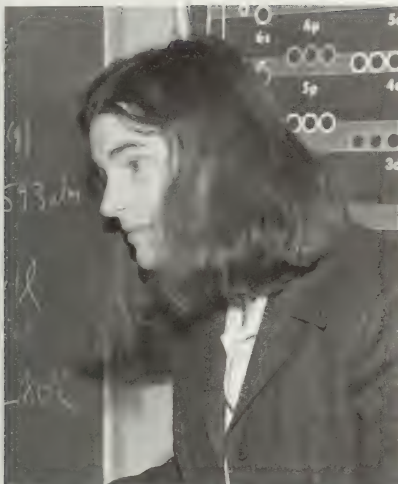
B.A. Purdue University, M.A. Columbia University
Instructor in English
Founder, Institute for the Recruitment of Teachers

English Instructor Kelly Wise is a photographer, a critic for *The Boston Globe*, a book editor, an art commentator on National Public Radio, and author of seven books of photography.

Mr. Wise's work has been exhibited widely in America and also in London, Amsterdam, Helsinki, Mexico City, and Milan. His photographs are part of more than twenty-five public collections in among others, the Library of Congress, and the National Portrait Gallery of the Smithsonian Institution. Among his more famous works are *Men and Women of Letters*, a collection produced between 1980 and 1985 of portraits of noted authors including Norman Mailer, John Updike and Mary McCarthy. With English department colleagues Thomas Regan and Paul Kalkstein, Mr. Wise co-authored the text for Andover's core English course, *The English Competence*

Handbook. He developed and teaches a senior literature seminar focusing on major works since 1880. The course is entitled "Novel and Drama;" students in their unfailing tendency to invent legends, have nicknamed it "Grovel and Trauma."

Most recently, Mr. Wise created the summer Institute for Recruitment of Teachers, a pioneering program designed to attract people of color to the teaching profession and prepare them to teach at the high school and college level.



Leslie Ballard

B.A. Sarah Lawrence College,
M.A.T. Harvard University
Instructor in Biology and Chemistry
Chair, Science Division

Leslie Ballard, chair of the Science division, has spent 15 years at Andover making chemistry more accessible to her students, implementing her ideas in improving science division safety standards, and increasing the variety and quality of equipment in the chemistry labs.

Inspired by her students' accusations that chemistry was too abstract, Ms. Ballard and her colleagues created a special department workshop to address the relevance of the discipline and enliven the subject for all science students. As department chair, she has renovated the ventilation hoods in labs, commissioned works of art to illustrate chemical compounds, and redesigned the curriculum to address the needs of students at different levels. Under her aegis, Andover has expanded its set of spectrophotometers and pH meters and acquired a gas chromatograph.

Ms. Ballard has been a house counselor, and a coach of yoga and Search & Rescue. Prior to coming to Andover, she worked as an associate in laboratories at Harvard University and at the Rockefeller Institute in New York.



Kevin Heelan

B.A. St. Mary's College of Maryland,
M.F.A. Smith College
Chair, Theatre and Drama

A published playwright, actor and current head of Andover's Theatre Department, Mr. Heelan personally directs many main stage campus productions and oversees operation of the student-managed Drama Lab.

Mr. Heelan's own works include *Heartland*, published by Samuel French Inc. and produced on Broadway starring Sean Penn; *Split Decision*, also published by Samuel French; *Ten East*; and most recently *Distant Fires*, a work about six construction workers on the job. Premiered by the Hartford Stage Company in 1986, *Distant Fires* was selected winner from over 1,300 other scripts for Best Play by the CBS/Dramatists' Guild. Mr. Heelan has been cited by both the *Boston Globe* and *The New York Times* as one of America's promising playwrights. *The Split Cherry Tree*, a movie he wrote, was nominated in 1982 for an Academy Award for Best Live Action Short. In 1987, Mr. Heelan received a grant from National Endowment for the Arts.

Mr. Heelan is well known at Andover for his avant-garde productions of Shakespeare classics and for his animation in the classroom.





Leon Modeste, Director of Athletics, Instructor in Physical Education

by Leon Modeste

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the Athletic Department offers dozens of sports, dance, and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. Athletic trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as scuba diving, aikido, karate, Search and Rescue, classical ballet, modern dance, yoga, and aerobics. At Andover, to play is the thing!

All juniors and lowers take one challenge-based Physical Education Course five hours a week for one term. In the course, they are tested for physical aptitude and instructed in safety, health, and exercise physiology. They learn drown proofing, master a ropes course, and learn the information and skills they will need to maintain lifetime wellness.

In addition, these students join all other students in our afternoon athletic program, which includes varsity and sub-varsity competitive sports, intramural cluster-based sports, and recreational, dance, and fitness activities. It is during these afternoon programs that varsity athletes are coached to reach their greatest potential as competitors, sub-varsity players learn games they had never played before, dancers rehearse for their performances, cluster competitors practice for their matches, cross-country skiers head for the trails, rowers head for the rivers, hikers head for the hills, the weight room is full, the gym is noisy, and the playing fields are overrun. The wide variety of Andover's offerings, and the enthusiasm of coaches, trainers, and instructors, make these afternoon activities as much fun as they are beneficial.

The Training Room

Andover's training room is a fully staffed coeducational facility that provides a variety of services to all students enrolled at the Academy. The three full-time trainers work in conjunction with the school physician and the staff at Isham Infirmary. The Athletic Department oversees the athletic program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

Interscholastic Varsity Sports

Fall

Boys

Cross Country
Soccer
Football
Water Polo

Girls

Cross Country
Soccer
Field Hockey
Volleyball
Water Polo

Winter

Boys

Basketball
Hockey
Skiing
(Alpine/
Nordic)
Squash
Swimming
Track
Wrestling

Girls

Basketball
Hockey
Skiing
(Alpine/
Nordic)
Squash
Swimming
Track

Spring

Boys

Baseball
Cycling
Crew
Golf
Lacrosse
Tennis
Track and Field

Girls

Softball
Cycling
Crew
Golf
Lacrosse
Tennis
Track and Field

The Athletic Complex

Since the founding of the first gymnasium in 1850, Andover's athletic facilities have been among the finest in New England. They include 18 playing fields and 25 tennis courts; the Sorota Track; the Borden, Memorial, and Abbot Gymnasiums, with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room, and weight training rooms; the Case Memorial Cage with its indoor track; the Sumner Smith Hockey Rink; and the James C. Greenway boathouse on the Merrimack River.



Boys and Girls Interscholastic, Intramural, Recreational and Fitness Athletics

Fall

Ballet
Basics (fitness)
Crew
Cross-Country
Field Hockey
Football
Karate
Modern Dance
Search & Rescue
Soccer
Squash
Swim Instruction
Tennis
Volleyball
Water Polo

Winter

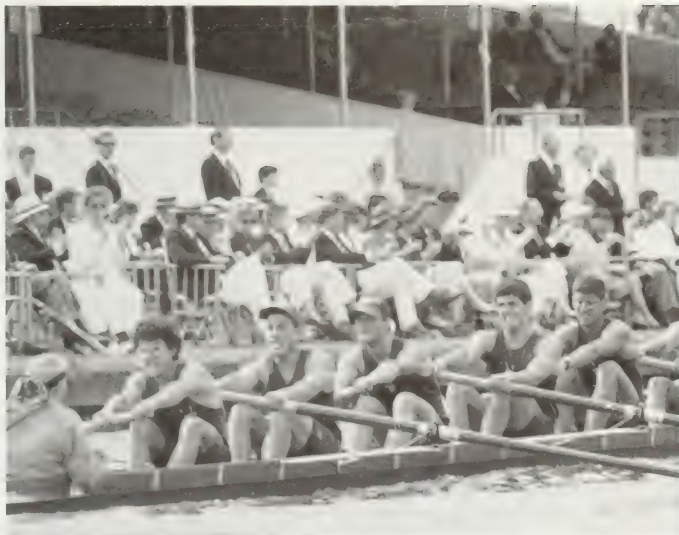
Aikido
Ballet
Basics
Basketball
Hockey
Modern Dance
Search & Rescue
Skiing:
(Alpine/Nordic)
Squash
Swimming
Track
Wrestling
Yoga

Spring

Aikido
Ballet
Baseball
Basics
Crew
Cycling
Golf
Karate
Lacrosse
Modern Dance
Rock Climbing
Search & Rescue
Softball
Squash
Swim Instruction
Tai Chi Ch'uan
Tennis
Track
Ultimate Frisbee
Yoga



The 1992 boys' crew at the Royal Henley Regatta.







*Henry Bond Wilmer
Dean of Students,
Instructor in French*

by Henry Bond Wilmer

At Andover, we have plenty of room for kids from Beijing and Brooklyn, for artists and athletes, for conservatives and liberals, for Muslims, Christians, and Jews, for philosophers and philatelists. We have plenty of room for our own student-run radio station and newspaper, and for organizations concerned with politics, or economics, or nuclear issues, or Apartheid, or African and Latino culture in the United States, or chess. Special social events include concerts, speakers, dances (from heavy metal to rap to reggae) and celebrations to mark all sorts of cultural events. The kaleidoscope of people and points of view provided by our size means Andover students can always find someone to share their interests, appreciate their talents, and give timely advice when they need it — or to help them discover new interests, new skills, and new perspectives. In education, change is the name of the game, and Andover students need plenty of room to play.

So Andover is a big school. But Andover is a big school that works hard to feel small. Each student belongs to a cluster, and for each student a house counselor or day student counselor, teachers, coaches, and an academic advisor all provide advice and encouragement. The cluster system, combined with our academic and psychological counseling services, our Office of Community Affairs and Multicultural Development, our actively involved campus chaplains, and our infirmary enable Andover to offer multiple opportunities for support and guidance—personal, social, intellectual, spiritual, cultural, psychological, and medical. These resources permit us not only to react to student initiatives and needs, but also to provide a rich residential curriculum of special programs dealing with such issues as drug and alcohol use, human sexuality, and racism.

Andover is a big school that feels small. Our purpose is to bring to our students the advantages of our diversity while at the same time making each feel confidently at home.



Clusters

All students at Andover—boarders and day students—are assigned to one of the school's six "clusters," each of which functions as a small school within the Academy. Dormitories are assigned to clusters according to their geographic location; each cluster includes girls' and boys' dorms, about two hundred day and boarding students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system is the heart of Andover's residential life, bringing the advantages of a small school to an institution that already has the advantages of size.

The dean of students oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders, who knows all of the students in the cluster, and who is available to students and to parents for information and advice. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

A faculty member is responsible for administering the student work program, which is designed to develop in our students a sense of community responsibility for the daily operation of the school, to remind them of the practical elements of life beyond academia, and to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice, and all students also take turns working in the dining hall.



Dorms and Counselors

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication. Parents can expect to hear from the counselor at regular intervals and are encouraged to turn to this faculty member for information about a student's progress. The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families in residence. All living arrangements encourage close relationships among students and between students and house counselors' families. One-third of the boarding students live in single rooms; two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain lowers, uppers, and seniors. Juniors, however, all live together in dorms with special study and lights-out policies that are designed to help our youngest students adjust successfully to their first year at boarding school.



I think what sets Andover apart is the fact that we all chose this school because we are dedicated to learning, students and faculty alike. Living and working together in a multicultural community has been an extremely valuable experience for me over the past four years; I think it's important to be exposed to such a community at a young age.

—Lucie Flather '91

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

Rules and Discipline

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of the Academy Blue Book, summarizing rules and regulations; all students are held responsible for its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level and involves the cluster dean, the house counselor, and other faculty and student representatives. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school, all render a student liable to dismissal. Cluster recommendations for suspension or dismissal are made to the headmaster, who makes the final decision. Examples are dishonesty, the possession or use of alcoholic beverages or illegal drugs, and unauthorized absence from school bounds.

The Daily Schedule

| | |
|----------------------|--|
| 7:15 a.m. | Commons opens for breakfast |
| 8 a.m. | Classes begin. Seven 45-minute periods per day |
| 9:45–10:15 a.m. | Conference Period (for individual student-teacher conferences) |
| 11:30 a.m.–1:30 p.m. | Lunch at Commons |
| 2:45 p.m. | End of last class |
| 3:15–5:15 p.m. | Sports |
| 5–6:30 p.m. | Supper at Commons |
| 6:20–7:50 p.m. | Music rehearsals |
| 8 p.m. | Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, or music building |
| 10 p.m. | Dorm sign-in for all students on week nights (during 5-day weeks, Friday evening sign-in for underclassmen is 10 p.m., 11 p.m. for seniors, and Saturday evening sign-in for all students is 11:30 p.m.) |
| 11 p.m. | Lights out for juniors on week nights |

The Calendar

Andover operates on a trimester system. The year begins in late September and ends in mid-June, with breaks in December and in the early spring.

Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday, and Friday, the full class days, and on Wednesday morning and every other Saturday morning. Sunday is totally free.

This flexible weekly schedule provides time for independent study, rehearsals, and sports, as well as for informal visits to the art and archaeology museums, and for student-run extracurricular organizations such as the literary magazines, the school newspaper, the school radio station, and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays, and informal activities.

Participation in athletics is required of all students, and athletics and activities are scheduled four afternoons a week for two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competitions.

Meals are served in Commons, the central dining hall, composed of four handsome, traditional dining halls and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Instead of formal study halls, study hours are scheduled between 8 p.m. and 10 p.m.; students who use their free periods during the day to study can finish their homework by the end of these study hours. During these hours, students are required to be signed in either to their dormitories or to an academic area on campus.

Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks or supervising them for two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.



The Office Of Community Affairs and Multicultural Development

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures, and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and racism, with an emphasis on collaboration towards a better understanding of race, class, and diversity within our society. The dean of community affairs and multicultural development also works closely with the deans of faculty, studies, and admission on issues of hiring, curriculum, and admission.

The office provides counseling and support services for African-American students, Latino-American students, or any other students who may need assistance adjusting to Andover's rigorous schedule. The office also serves as an Afro-Latino Cultural Center and Heritage Library. The center is the meeting location for the Afro-Latino American Society Board meetings, and it is available to other groups for meetings and small study groups.

In a community such as Andover, all must commit themselves to the goals of the community and to loyalty to each other. Since education at Phillips Academy is both intellectual and humane, students and faculty derive mutual support from sharing of themselves and their ideals.

In the 1840's the widow of Principal Osgood Johnson devoted herself to the care of sick Seminary students at Samaritan House, built and named for that purpose, now a student dormitory. In spite of this, rows of gravestones mark the toll of epidemics. An Academy graduate of 1890 reports that no such care as Widow Johnson's was available to the Academy students of the 1890's: "There was no infirmary. If you were ill, it was nobody's business but your roommate's, who brought you meals from Marland's unappetizing fare."

Community Service

The Community Service Program provides opportunities for students to volunteer time in service to the community in Andover, and in the nearby city of Lawrence. More than 700 students take advantage of these rewarding opportunities each year. Some examples: students may tutor children from culturally and ethnically diverse backgrounds, assist teachers in their work with physically handicapped and developmentally retarded children, work with children from 3 months to 5-years-old in the Andover Community Child Care Center on campus, help the Big Brother and Big Sister program in Lawrence, or work at The Academy Manor Nursing Home in Andover.

It is the program's primary goal that participants learn a deeper appreciation of themselves and their potential, and that they achieve personal growth in the service of others by fulfilling the mandate of the academy's motto, *Non Sibi*, not for self.



Organizations:

Afro-Latino-American Society
All That Jazz (vocal jazz group)
Amateur Radio Club (W1SW)
Andover Ambassadors
Andover Forum (current events publication)
Asian Society
Astronomy Club
Backtracks (magazine of commentary)
Blue Key Society
Bridge Club
Cercle Francais
Chapel Fellowship
Chess Club
Chorus
Community Service
Computer Club
Dance Club
Equestrian Club
8 'n 1 Club (singing group)
Fidelio Society (madrigal singing society)
Gay-Straight Alliance
German Club
The Heartland Coalition
Jewish Student Union
Just Ordinary Komedians Everywhere
The Leaky Pen (satire club, with publication)
The Mirror (literary magazine)
Model United Nations Club
Mohgul Society (Indian Society)
Natural History Club
Newman Club
Nuclear Awareness/Education Club
The Phillipian (student newspaper)
Philomathean Society (debating society)
The Photography Club
Political Economy Club
Pot Pourri (yearbook)
Press Club
Scuba Club
Ski Club
Society for Creative Consciousness
Strategic Gamers Guild
Tertulia (Spanish club)
WPAA (student radio station)

Extracurricular Activities

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests in the student body. The Andover Ambassadors handle the responsibility of conducting campus tours and hosting visiting students for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air from 6:30 a.m. to 11:30 p.m. daily, serving the local listening area as well as the student body. *The Phillipian*, the Academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. The *Pot Pourri*, the school yearbook, the school literary magazine, *The Mirror* (Robert Frost was an early contributor), and many other student publications provide more opportunities for those with a literary bent.

Cultural organizations abound, as do course-related groups such as the Astronomy Club and German Club. The Chapel Fellowship, the Newman Club, and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Economy Club may be listening to a State Department official discuss the Middle East; the Natural History Club may be bird watching on an ocean beach; the Debate Team may be at its work in the Debate Room of Bulfinch Hall.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.



Lots of times, people from other places will say that Andover is so big and ask if you lose the personal aspect that a small school provides. I have found that a larger school offers so much more in terms of activities, classes, and sports, which are kept small so you do get the personalized attention. The advantages of a large school outweigh the disadvantages by far. I mean, where else can someone take yoga as a sport?

—Merritt Lear '93

Residential Education

Phillips Academy takes seriously its responsibility to help students learn about health and human issues, and has developed several specific programs to address alcohol use, human sexuality, eating disorders, and so many other issues that concern young people today. Some of the programs are required, some voluntary; all are for day students as well as boarders.

Each fall instructors from the Freedom from Chemical Dependency Foundation arrive at school for a week. New students attend four basic classes in alcohol and drug use prevention; returning students choose from among thirty-six related workshops.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors.

Those wishing to explore the issues of racism can take part in Anti-Racism Workshops sponsored by the Office of Multicultural Development and Community Affairs, or can join SARC (Students Against Racist Community). The Women's Forum and the new Date Rape Prevention Team offer programs which are designed to educate the community on gender issues. Other student-run organizations and support groups deal with such important issues as eating disorders and the aftermath of divorce. The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

Graham House

The Graham House Counseling Center serves the community in several ways. The staff offers psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff, and specialized workshops in response to residential needs.

Isham Infirmary

Phillips Academy employs a full-time physician/medical director, a licensed school nurse-practitioner, and registered nurses to staff Isham Infirmary. Isham has approximately 600 inpatient admissions and 7500 outpatient visits per school year. There are dentists and a dental hygienist who are available for routine care and emergencies. An orthopedic clinic is run weekly

by an orthopedic surgeon in conjunction with three full-time athletic trainers who supervise rehabilitation, practices, and athletic competitions. A dermatology clinic is held monthly and a registered dietitian is available for consultation with students upon request. The Graham House Counseling Center employs three psychologists, who are available to students seven days a week.

The Isham staff maintains close contact with approximately forty medical and dental specialists in the greater Lawrence and Boston communities, who are readily available for consultation. Isham Infirmary also welcomes requests for follow-up and continuing care from students' home physicians.

The Campus Ministry

Reflective of a diverse student body, the religious ministry at Phillips Academy is also diverse. Priest, minister, and rabbi serve the ongoing liturgical and celebrative needs of the Roman Catholic, Protestant, and Jewish students on campus; the chaplains also teach, counsel, and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation, and fellowship in a variety of settings.





Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be used as complements to this school. Thus far, the multiple schools idea has taken form in several program models which are open to Phillips Academy students as well as students from other schools.

Phillips Academy tuition, fees, and financial aid do not cover the cost of these programs:

School Year Abroad

School Year Abroad offers to qualified uppers and seniors a full academic year of living and studying in France or Spain. Originated by Andover, SYA is now jointly sponsored by Andover, Exeter, and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or strong preparation for college. Students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and Spanish or French) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel, all college boards, and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. A catalog can be obtained by writing:

Woodruff W. Halsey II, Director
School Year Aboard
Phillips Academy
Andover, MA 01810-4166

Trimester Programs in Foreign Countries

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities:

Fall Term, Novosibirsk, Soviet Union; Paris, France; **Winter Term**, Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; **Spring Term**, Guadalajara, Mexico; Bologna, Italy; **Summer**, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each pro-



Randy Pepper, an instructor in English, author, and a contributing photographer to *National Geographic* magazine, created a new course in the 1985 Summer Session entitled "Oceans." A combination of marine biology, environmental studies, and oceanography, the course includes four weeks of study in the labs at Andover, and two weeks "in the field," sailing along the New England coastline aboard the 55' schooner Madaine Sarah Abbot, named for the founder of Abbot Academy.

gram has its special characteristics. For more information consult the chair of the Division of Foreign Languages.

Other Off-Campus Programs

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Phillips Exeter Academy, allows a group of uppers and seniors to spend the spring term in Washington working in the offices of U.S. senators and representatives.

The Mountain School Program of Milton Academy is a semester-long program for uppers which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. The Maine Coast Semester is a similar, semester-long program offered in Wiscasset on the coast of Maine. Phillips Academy students may participate fall term only. Students continue their academic courses in addition to activities which emphasize practical skills and crafts.

It is also possible for seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of the school-sponsored programs.

The Phillips Academy Summer Session

The Phillips Academy Summer Session is a six-week, intensive academic program in which both innovative and traditional courses are taught. Courses in all subjects and at all levels demand hard work—harder work than most students have ever before experienced. In addition to English, modern languages, mathematics, history, and the sciences, the curriculum offers such opportunities as Social Psychology, Great Philosophers, Law and Morality, Modern Astronomy, Oceanography and Marine Biology, and Economics.

Other features of the Summer Session are special courses in writing, including the nationally known *Competence in Writing* (developed at Phillips Academy); an expanded ESL Program (English as a Second Language) for foreign students who wish to achieve English fluency; a Chamber Music Program which provides a unique opportunity for able music students in all combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of





combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of the visual arts who wish to develop a portfolio in preparation for the Advanced Placement Examination in Studio Art.

The Summer Session makes use of all the school's facilities and is open to able boys and girls from all parts of the country and abroad. Applicants must be graduates of the 8th, 9th, 10th, or 11th grades. A catalog can be obtained by writing:

The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4400

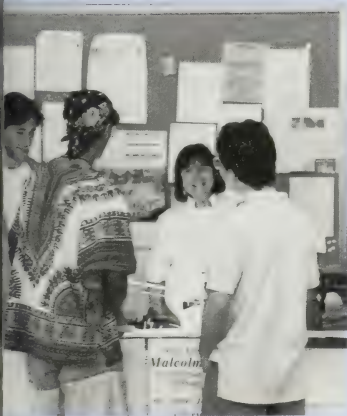
(MS)²: Math and Science for Minority Students

The (MS)² Program—Math and Science for Minority Students—offers mathematics and science instruction to black, Hispanic, and Native American students from selected urban centers. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering, and medicine. Further information can be obtained by writing:

Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810-4166
Tel. (508) 749-4405

Students currently enrolled at Phillips Academy's regular session are normally ineligible to attend the Phillips Academy Summer Session or the (MS)² Program. Students attending the Phillips Academy Summer Session or the (MS)² Program normally do not apply for admission to the Academy's regular session for a full calendar year. Exceptional cases may be reviewed by the director of the Summer Session.





Young Josiah Quincy, in 1778, didn't look forward to the prospect of eight long hours in the recitation room: "The truth was, I was an incorrigible lover of sports of every kind. My heart was in ball and marbles." He went on to become congressman, mayor of Boston and president of Harvard.



CALENDAR 1993-94

Fall Term

| | |
|----------------|--------------------------------------|
| Sept. 7, Tues. | Faculty return |
| Sept. 11, Sat. | New students arrive and register |
| Sept. 13, Mon. | Old students return and register |
| Sept. 15, Wed. | Classes begin |
| Oct. 15, Fri. | Mid-term academic review |
| Oct. 22-24 | |
| Fri.-Sun. | Parents' Weekend (all parents) |
| Oct. 25, Mon. | College Visiting Day (no classes) |
| Nov. 23, Tues. | Thanksgiving vacation begins, 1 p.m. |
| Nov. 29, Mon. | Thanksgiving vacation ends, 8 p.m. |
| Dec. 6, Mon. | Classes end, 1:00 p.m. |
| Dec. 11, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|---------------|---------------------------------|
| Jan. 4, Tues. | Winter vacation ends, 8 p.m. |
| Feb. 4, Fri. | Mid-term academic review |
| Feb. 7, Mon. | Mid-winter holiday (no classes) |
| Mar. 8, Tues. | Classes end, 1 p.m. |
| Mar. 12, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|-----------------|-----------------------------------|
| Mar. 29, Tues. | Spring vacation ends, 8 p.m. |
| Apr. 25, Mon. | College Visiting Day (no classes) |
| Apr. 29, Fri. | Mid-term academic review |
| May 27, Fri. | Classes end, 2:45 p.m. |
| June 5, Sun. | Commencement |
| June 10-12 | |
| Fri.-Sun. | Alumni Reunions |
| June 30, Thurs. | Summer Session begins |
| Aug. 10, Wed. | Summer Session ends |

"Youth from Every Quarter"

The school's *Constitution*, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see *School Costs and Affordability*, page 70).

APPLICATION PROCEDURE

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is offered to an applicant.

If you have a question about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line:
(508) 749-4050

Academy switchboard:
(508) 749-4000 ext. 4050

Office hours:
Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12:00 noon, October 1 through January 31.

Day Students

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time only choice which must be made when the application is submitted to the Admission Office.**

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North

Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.

Four Steps To Be Completed For Application

1 Submit The Preliminary Application Card and the non-refundable \$35 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application Card and Fee are received.**

2 Complete The Personal Interview Requirement
Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer, or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. **Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 74.)**

3 Return The Final Application Forms
Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned as soon as final or mid-semester grades are available for the fall term. **The transcript must include current grades for application to be complete.** Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. **We cannot accept any application forms by FAX.**

4 Take The Secondary School Admission Test
(12th Grade or Postgraduate candidates are not required to take the SSAT.) Although most candidates submit the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. International students may submit the Test of English as a Foreign Language (TOEFL) in place of the SSAT.

Secondary School Admission Test

The 1993-94 *Student Guide*, published by SSATB, Princeton, NJ, 08540, will be sent by Andover to all candidates who have filed a Preliminary Application. This *Student Guide* describes the Secondary School Admission Test, which will be given on the following dates:

| | |
|-------------------|-------------------|
| December 11, 1993 | January 15, 1994* |
| March 5, 1994 | April 23, 1994* |
| June 18, 1994 | |

**International administration*

Candidates are strongly urged to take the SSAT administered in December, 1993. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1994 administration.

Early Decision

Andover does not participate in any early decision plan for admission.

Twelfth Grade or Postgraduate Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, NJ 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.



Tuition and Fees, 1993-94

The tuition for 1993-94 is \$18,500 for boarding students and \$14,225 for day students. The average annual cost to educate a student at Andover is approximately \$25,600. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends.

To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by May 1 in the case of a returning student, or by the acceptance deadline, April 10, in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1, and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the tuition for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.0 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 75 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

Other Expenses

Tuition does not include tutoring, additional language training, special instruction in music or certain athletics, materials fees for art courses, medical expenses, laundry, textbooks, supplies, dues to school organizations, or breakage and damage to school property. Many of these expenses will be similar to those a student would experience if he or she were at home and are approximately \$1,200. Travel expenses will vary according to home location. Tuition does not include cost of participation in the Washington Intern Program, School Year Abroad, or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.



Financial Aid and Financial Planning

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans for a broad spectrum of need. To help all Andover families with financial planning, the school has created The Andover Plan, an innovative package of five payment options.

Financial Aid

Operating Budget: \$6,067,000

Scholarship Grants: \$5,805,000

Average grant for returning students: \$11,700

Student Loans: \$500,000 in 1993-94
(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

To apply for financial aid:

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, NJ. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover *prior to January 15*, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

In case of divorced or separated parents:

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10.

For more detailed information, direct your letter or telephone call to James F. Ventre, Director of Financial Aid, Phillips Academy, Andover, MA 01810-4161. Telephone: (508) 749-4050.

Financial Planning: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created The Andover Plan, five different payment options, which were designed with the help of the Knight Tuition Payment Plans of Boston. Briefly the options are: a one-time tuition payment that avoids tuition increases; access to a credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

| Ten Month Payment Plan | Insured Tuition Payment Plan | Multiple Year Loan Plan | Guaranteed Tuition: Single Payment |
|---|--|--|--|
| <i>Features:</i> | | | |
| Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest | Reserve the funds to cover up to 4 years of school; interest is charged only on the amounts actually paid to the school | Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g., four for a junior, three for a lower, two for an upper. |
| Application fee of \$55 | Application fee of \$55 | Favorable interest rate variable quarterly, 7.50% as of March 1, 1993 (Set to 13-week T-Bill +4.5%) | |
| Participation on a yearly basis | Multiple year plan | Application Fee of \$55 | |
| Family pays Knight Tuition Payment Plans which pays Phillips Academy | | | |
| <i>Benefits:</i> | | | |
| No interest | No finance charges | Flexible repayment terms | No tuition increases |
| Payments are spread over 10 months | No credit check | Low overall cost | |
| Optional life and disability insurance | Interest is paid on any net deposits | Optional life and disability insurance | |
| Families may budget any annual amount of expense over 10 months | Life and total disability insurance provided from the date of the first payment | Repayment begins immediately; families may take up to 96 months to repay 4 years of education expenses. Loans for 1 to 3 years of education are available with shorter repayment terms | |
| | Payments are spread over the period of education, e.g., four years for a junior, three for a lower, two for an upper, one for a senior | | |
| | Families can begin saving for college | | |
| <i>Eligibility:</i> | | | |
| Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Families not receiving financial aid |
| <i>Obligation:</i> | | | |
| Monthly payments to Knight | Monthly installments to Knight | Monthly repayment of loan begins immediately to Knight | Prepayment of entire four, three, or two years of tuition at first year's rate |
| <i>Source:</i> | | | |
| Family funds | Family funds | Loan | Family funds |

Alumni Admission Representatives

While it is advisable from the student's point of view to visit the school, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone for an interview with the most conveniently located Alumni Admission Representative. When you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the February 1 deadline to avoid disappointment.

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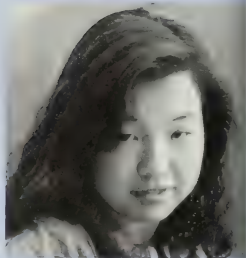
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The Andover Parent Network is a group of parents who have volunteered to answer questions about Andover. No one has a better perspective for prospective families than parents who have students currently attending the school. Please feel free to contact these parents at any time in the admission process, whether prior to the first visit, while filling out the application, or after a candidate has been admitted.

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Mr. & Mrs. Thomas Lawson
Blair '91
2815 Katawba Rd., 14083
(703) 992-1952

WASHINGTON

Longview

Dr. and Mrs. David Dowling
Jennifer '93, Rebecca '94
1802 24th Avenue, 98632
(206) 577-6569

WISCONSIN

Prairie Farm

Mr. and Mrs. Steven Hearth
Layla '92
244 7th Street, 54762
(715) 455-1629

Parent Representatives in Foreign Countries

ENGLAND

Oxfordshire

Robert and Susan Mathewson
Robert '94, John '95
16 High Street, Woodstock
0993-813021

HONG KONG

Hong Kong

Mr. and Mrs. Richard J. Johannessen
Pristine '92
Flat 4A, 2 Shiu Fai Terrace
852-5-726576

Kowloon

Mr. James Sam-Ja and
Lilly M. Ng Wan
Ben '92
26 La Salle Road
3-370-994

KOREA

Seoul

Mr. and Mrs. Nam Mok
James '94, Jay '95
1-105 Sung Buk Dong
Sung Buk Ku, 136-020
(822) 742-7638 (H)
(822) 753-5634 (W)

SAUDI ARABIA

Dhahran

Mr. and Mrs. David Kultgen
Michelle '94, Megan '96
ARAMCO Box 6700, 31311
966-3-872-0468 (H)
966-3-875-5329 (W)



Statistical Information for 1992-93



In 1864 Shimeta Neesima left Japan as a stowaway on the clipper ship *Wild Rover* for America and sold his samurai sword for a Chinese New Testament. He was adopted by the shipowner, an Andover trustee, was christened Joseph Hardy Neesima, graduated from Andover in 1867, later from Amherst and the Andover Theological Seminary, and became the first Japanese to be ordained a Congregationalist minister. Neesima returned to Japan to found The Doshisha, a great university in Kyoto dedicated to Japanese and Christian ideals. Doshisha recently celebrated its 101st birthday.

Geographical Distribution*

| | | | |
|----------------------|------|----------------------------|------|
| U.S.V.I. & P.R. | 7 | Australia | 1 |
| Massachusetts | 455 | Austria | 1 |
| Rhode Island | 6 | Canada | 8 |
| New Hampshire | 48 | Republic of China | 3 |
| Maine | 19 | People's Republic of China | 4 |
| Vermont | 14 | Czechoslovakia | 1 |
| Connecticut | 34 | France | 4 |
| New Jersey | 30 | Germany | 3 |
| New York | 155 | Great Britain | 6 |
| Pennsylvania | 24 | Honduras | 1 |
| Delaware | 5 | Hong Kong | 11 |
| District of Columbia | 3 | India | 2 |
| Maryland | 11 | Israel | 1 |
| Virginia | 18 | Italy | 1 |
| West Virginia | 2 | Ivory Coast | 1 |
| North Carolina | 18 | Jamaica | 2 |
| South Carolina | 4 | Japan | 2 |
| Georgia | 4 | Korea | 8 |
| Florida | 28 | Madagascar | 1 |
| Alabama | 0 | Mexico | 2 |
| Tennessee | 3 | New Zealand | 1 |
| Mississippi | 1 | Nigeria | 1 |
| Kentucky | 8 | Norway | 2 |
| Ohio | 16 | Pakistan | 1 |
| Indiana | 6 | Panama | 1 |
| Michigan | 8 | Poland | 1 |
| Iowa | 4 | Romania | 2 |
| Wisconsin | 7 | Russia | 5 |
| Minnesota | 3 | Saudi Arabia | 9 |
| South Dakota | 0 | Singapore | 1 |
| North Dakota | 0 | South Africa | 2 |
| Montana | 2 | Spain | 5 |
| Illinois | 30 | Switzerland | 1 |
| Missouri | 4 | Thailand | 3 |
| Kansas | 2 | Turkey | 2 |
| Nebraska | 1 | Uganda | 1 |
| Louisiana | 2 | United Arab Emirates | 2 |
| Arkansas | 1 | Zambia | 1 |
| Oklahoma | 3 | | |
| Texas | 25 | Total International | 104 |
| Colorado | 13 | Total U.S. | 1199 |
| Wyoming | 2 | SCHOOL TOTAL | 1223 |
| Idaho | 0 | | |
| Utah | 0 | | |
| Arizona | 5 | | |
| New Mexico | 3 | | |
| Nevada | 2 | | |
| California | 73 | | |
| Hawaii | 4 | | |
| Pacific Islands | 0 | | |
| Oregon | 4 | | |
| Washington | 2 | | |
| Alaska | 0 | | |
| Total U.S. | 1119 | | |

*Based on place of current residence, not citizenship.

| | Girls | Boys | Total |
|---------|-------|------|-------|
| Seniors | 160 | 205 | 365 |
| Uppers | 162 | 169 | 331 |
| Lower | 163 | 155 | 318 |
| Juniors | 101 | 108 | 209 |
| | 586 | 637 | 1223 |

Total Boarding Students 934

Total Day Students 289

TOTAL 1223

College Matriculations for the Class of 1992

The Class of 1992 applied to 208 colleges and matriculated at 105 colleges and universities.

| College | Admitted | Matriculated | College | Admitted | Matriculated | College | Admitted | Matriculated |
|---------------------|----------|--------------|---------------------|----------|--------------|--------------------|----------|--------------|
| American U. | 6 | 1 | Duke | 22 | 6 | Pitzer | 5 | 1 |
| Amherst | 14 | 2 | Eastman Music | 1 | 1 | Pomona | 17 | 4 |
| Babson | 3 | 1 | Emory | 29 | 6 | Princeton | 12 | 6 |
| Barnard | 14 | 5 | Georgetown | 51 | 16 | Reed | 1 | 1 |
| Bates | 7 | 3 | Georgia Tech | 2 | 1 | RISD | 3 | 1 |
| Boston College | 13 | 1 | Goucher | 2 | 1 | Rice | 6 | 1 |
| Boston U. | 37 | 8 | Grinnell | 2 | 1 | U. Rochester | 7 | 1 |
| Bowdoin | 7 | 3 | Hamilton | 25 | 2 | St. Andrews/Scot. | 3 | 2 |
| Brandeis | 14 | 3 | Hampshire | 4 | 2 | Scripps | 5 | 2 |
| Brown | 41 | 21 | Harvard | 19 | 15 | Simmons | 1 | 1 |
| Bryn Mawr | 3 | 2 | Haverford | 8 | 2 | Skidmore | 8 | 2 |
| Bucknell | 3 | 1 | Holy Cross | 5 | 2 | Smith | 8 | 3 |
| U. of California | | | Howard | 7 | 1 | Spelman | 3 | 1 |
| Berkeley | 25 | 9 | Indiana U. | 1 | 1 | Stanford | 20 | 13 |
| U. of California | | | U. Iowa | 3 | 1 | Syracuse | 13 | 1 |
| Irvine | 3 | 1 | Johns Hopkins | 31 | 5 | Texas Christian U. | 1 | 1 |
| UCLA | 14 | 1 | Lafayette | 8 | 4 | Trinity | 15 | 1 |
| U. of California | | | Lehigh | 7 | 2 | Tufts | 23 | 2 |
| San Diego | 10 | 1 | Lewis & Clark | 5 | 1 | Tulane | 4 | 1 |
| Carleton | 4 | 2 | Macalester | 3 | 2 | Union | 4 | 1 |
| U. of Chicago | 15 | 3 | MIT | 8 | 5 | US Military Acad. | 2 | 1 |
| Claremont McKenna | 3 | 2 | U. of Massachusetts | 32 | 3 | Vanderbilt | 17 | 4 |
| Clarkson | 2 | 2 | McGill | 6 | 4 | Vassar | 17 | 1 |
| Colby | 13 | 2 | U. Miami | 7 | 1 | U. Vermont | 21 | 3 |
| Colgate | 10 | 1 | U. of Michigan | 46 | 6 | U. Virginia | 6 | 1 |
| Colorado College | 10 | 2 | Middlebury | 20 | 7 | Wagner | 1 | 1 |
| Colorado State U. | 1 | 1 | Morehouse | 6 | 2 | Washington U. | 20 | 5 |
| U. of Colorado | 9 | 3 | Mount Holyoke | 4 | 1 | U. Washington | 4 | 2 |
| Columbia | 19 | 7 | U. New Hampshire | 6 | 2 | Wellesley | 16 | 7 |
| Columbia SEAS | 4 | 1 | New York Univ. | 12 | 1 | Wesleyan | 25 | 9 |
| Columbia Art Design | 1 | 1 | U. North Carolina | 7 | 3 | William & Mary | 2 | 1 |
| Connecticut College | 13 | 2 | Northwestern | 23 | 3 | William Smith | 3 | 1 |
| Cornell | 29 | 13 | Notre Dame | 1 | 1 | Williams | 3 | 1 |
| Dartmouth | 23 | 15 | Oberlin | 7 | 1 | Wooster | 1 | 1 |
| Davidson | 5 | 3 | U. Oregon | 2 | 1 | Worcester PolyTech | 2 | 1 |
| Dawson/Canada | 1 | 1 | U. of Pennsylvania | 40 | 11 | Yale | 24 | 14 |



TRUSTEES

DAVID M. UNDERWOOD '54

B.A.
President
elected 1983
elected President 1989
Houston, Texas

DONALD W. MCNEMAR

B.A., M.A., Ph.D.
Clerk
elected 1981
Andover, Massachusetts

FREDERICK W. BEINECKE '62

B.A., J.D.
Treasurer
elected 1980
elected Treasurer 1989
New York, New York

CYNTHIA EATON BING '61

B.A.
elected 1991
New York, New York

STEPHEN BRADNER BURBANK '64

A.B., J.D.
elected 1980
Philadelphia, Pennsylvania

RICHARD LEE GELB '41

A.B., M.B.A.
elected 1976
New York, New York

RICHARD GOODYEAR '59

B.A., LL.B.
elected 1989
Houston, Texas

CLINTON JANSEN KENDRICK '61

B.A.
elected 1990
Bedford, New York

WILLIAM MILTON LEWIS, JR.

M.B.A., A.B.
elected 1990
New York, New York

JOHN D. MACOMBER '46

B.A., M.B.A.
elected 1987
Washington, D.C.

ELIZABETH PARKER POWELL '56

B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66

B.A.
elected 1988
Washington, D.C.

ALEXANDER B. TROWBRIDGE '47

B.A.
elected 1985
Washington, D.C.

Alumni Trustees

RICHARD H. BARRY '62

B.A., M.B.A.
President, Alumni Council
elected 1992 for 2 years
Dallas, Texas

CHARLES J. BEARD '62

A.B., J.D.
elected 1992 for 4 years
Lexington, Massachusetts

SHELLY D. GUYER '78

A.B., M.B.A.
elected 1992 for 4 years
San Francisco, California

GERARD E. JONES '55

B.A., LL.B.
Co-Chairman of the Alumni Fund
elected 1992 for 2 years
Greenwich, Connecticut

GERRIT M. KEATOR '57

B.A., M.A.T.
elected 1990 for 4 years
South Londonderry, Vermont

SANDRA A. URIE '70

B.A.
elected 1990 for 4 years
Winchester, Massachusetts

Trustees Emeriti

PHILIP KIRKHAM ALLEN '29

A.B.
1969–1980
Westwood, Massachusetts

WILLIAM WADE BOESCHENSTEIN '44

S.B.
1971–1990
Perrysburg, Ohio

GEORGE BUSH '42

A.B.
1967–1980
Washington, D.C.

MELVILLE CHAPIN '36

A.B., J.D.
1974–1989 (President 1981–1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31

A.B.
1968–1981
Dover, Massachusetts

ROBERT LIVINGSTON IRELAND III '38

A.B., LL.B.
1960–1990
New York, New York

CAROL HARDIN KIMBALL '53

A.B.
1974–1991
Lyme, Connecticut

CHARLES APPLETON MEYER '35

A.B.
1969–1988 (Treasurer 1976–1988)
Lake Forest, Illinois

JOHN USHER MONRO '30

A.B.
1958–1983
Jackson, Mississippi

GERARD PIEL '33

A.B., D.Sc., Litt. D., L.H.D., LL.D.
1969–1985
New York, New York

HEADMASTER'S OFFICE

DONALD WILLIAM MCNEMAR
Headmaster
B.A., M.A., Ph.D.

JOHN BACHMAN
Executive Assistant to Headmaster
A.B., M.A., Ph.D.

OFFICE OF ADMISSION AND FINANCIAL AID

JANE FOLEY FRIED
Acting Dean of Admission
A.B.

JAMES F. VENTRE
Director of Financial Aid
A.B.

ROBERT A. EDWARDS
Acting Senior Associate Dean of Admission
B.A.

WILLIAM LEAHY
Associate Dean of Admission
B.A.

DEBBY BURDETT
Assistant Dean of Admission
B.A.

DAWN FITZHUGH
Assistant Dean of Admission
B.A., M.Ed.

MICHAEL D. MCCLEERY
Assistant Dean of Admission
B.A.

JOHN GIB FITZPATRICK, III
Admission Officer
A.B.

AYA S. MURATA
Admission Officer
B.A.

GRACE TAYLOR
Office Manager

BUSINESS OFFICE

NEIL H. CULLEN
Chief Financial Officer
B.A., M.A., Ph.D.

DEANS OF THE RESIDENTIAL CLUSTERS

HENRY BOND WILMER, JR.
Dean of Students and Residential Life
B.A., M.A.

JOHN STRUDWICK
Abbot Cluster
B.Sc., M.A., Ph.D.

VINCENT B. J. AVERY
Pine Knoll Cluster
S.T.L., S.T.D.

WILLIAM W. SCOTT
Rabbit Pond Cluster
B.A., M.A.L.S.

MARC DANA KOOLEN
West Quadrangle South Cluster
B.S., M.S.

LORING GOSFORD KINDER
Flagstaff Cluster
B.S., M.S.T.

ANDREW J. CLINE
West Quadrangle North Cluster
B.A., M.A.L.S.

PRISCILLA K. BONNEY-SMITH
Associate Dean
B.A., M.A.T., M.A.

OFFICE OF THE DEAN OF FACULTY

HELMUTH W. JOEL, JR.
Dean of Faculty
B.A., M.A., Ph.D.

OFFICE OF THE DEAN OF STUDIES

SUSAN R. MCCASLIN
Dean of Studies
A.B., M.T.S.

HERBERT HARRY MORTON, III
Registrar
A.B.

EDITH L. WALKER
Scheduling Officer, Associate Dean of Studies
B.A., M.A., C.A.S.

OFFICE OF ACADEMY RESOURCES

ALLEN C. ADRIANCE
Secretary of the Academy
A.B.

DONALD B. ABBOTT
Associate Director of Capital Development
B.A., B.D.

PETER M. CAPRA
Director of Planned Giving
B.A., M.B.A.

ELIZABETH W. CULLEN
Director of Annual Fund
B.A., M.A.

PATRICIA H. EDMONDS
Director of Capital Development
A.B., A.M.T.

LINDA MASON-SMITH
Director of Parent Fund and Parent Affairs
B.A., M.B.A.

JOSEPH B. WENNIK
Director of Alumni/Affairs
B.A., M.A.

OFFICE OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT

REBECCA M. SYKES
Dean of Community Affairs and Multicultural Development
A.B., M.S.W.

E. ANTHONY ROTUNDO
Associate Dean of Community Affairs and Multicultural Development
B.A., M.A.T., Ph.D.

ATHLETIC DEPARTMENT

LEON MODESTE
Director of Athletics
B.S.

KATHERINE ANNE HENDERSON
Assistant Director of Athletics
B.S.

FACULTY 1992-93

The date following the name indicates the year the instructor joined the Andover faculty. This reflects the faculty for the 1992-93 school year.

DONALD B. ABBOTT (1991)

Associate Director of Capital Development
B.A. Yale; B.D. Episcopal Theological School

JORDAN ADAIR (1991)

Co-House Counselor
B.A. William & Mary; M.A. Northeastern

ALLEN C. ADRIANCE (1989)

Secretary of the Academy
A.B. University of North Carolina

WILLIAM L. ALBA (1992)

Instructor in Chemistry
A.B. Cornell; Ph.D. University of California (Berkeley)

MAX ALOVISETTI (1986)

Director, Psychological Services, Chair, Psychology Department, Instructor in Psychology
B.A., M.A. City College of NY; Ph.D. Univ. of RI

STEPHEN S. ANDERSON (1991)

Instructor in Biology
B.A. Susquehanna University; M.S. Bucknell; M.A.T. Cornell

STEVEN ANKNER-MYLON (1989)

Instructor in Physics
B.S., B.A. Tufts

JORGE ARTETA (1986) (on leave)

Instructor in Spanish
B.A. Tufts, M.A. Middlebury

ELIZABETH G. AUREDEN (1991)

Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT B.J. AVERY (1976)

Dean of Pine Knoll Cluster
Instructor in Religion and Philosophy on Margaret & Maurice Newton Teaching Foundation
S.T.L. Gregorian; S.T.D. Academia Alphonsiana, Rome

JOHN E. BACHMAN (1987)

Executive Assistant to Headmaster
Instructor in History and Social Science
A.B. Johns Hopkins, M.A. Wesleyan, Ph.D. American University

DONALD H. BADE (1975)

Director of Financial Projects
B.B.A. University of Wisconsin

CARROLL WESLEY BAILEY (1970)

Instructor in English on the Frederick W. Beinecke Teaching Foundation
A.B., J.D. University of Pittsburgh

LESLIE BALLARD (1973)

Chair Department of Chemistry, Instructor in Chemistry and Biology
B.A. Sarah Lawrence; M.A.T. Harvard

SETH B. BARDO (1981)

Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY (1980)

Instructor in Mathematics
B.A. Carleton; M.Div. Yale

YOLANDE BAYARD (1973)

Instructor in French
B.S., M.A. Central Connecticut State College

CLYDE G. BECKWITH (1992)

Instructor in Physics
B.A. Dartmouth; M.S., Ph.D. Boston College

AUDREY NYE BENSLY (AA 1965)

Instructor in Art

LOUIS M. BERNIERI (1977)

Director Andover Breadloaf Writing Program
Instructor in English
A.B. Harvard; M.A. Middlebury

GEORGE WILLIAM BEST (1958)

Instructor in Mathematics on the John Mason Kemper Foundation
B.S. Union College; M.A. Boston University

CARL BEWIG (1986)

Director of College Counseling
B.A. Oberlin College; M.A. Ed. Washington University (St. Louis)

WENDY L. BEWIG (1991)

Instructor in Russian
B.A. Brown

KATHRYN A. BIRECKI (1984)

Athletic Trainer
B.S. Central Connecticut State University

PRISCILLA KEENE BONNEY-SMITH (1974)

Associate Dean of Residence, Psychological Counselor
A.B. Bates; M.A.T. Brown; M.A. Lesley College

RALF S. BORRMANN (1992)

Instructor in German
B.A., M.A. Johannes Gutenberg-Universität Mainz

JAMES W. BRADLEY (1990)

Director Robert S. Peabody Museum
B.A. Allegheny College; M.A., Ph.D. Syracuse University

ELIZABETH W. BRAKEMAN (1992)

Instructor in Spanish
B.A. University of North Carolina

CAROLE BRAVERMAN (1979)

Instructor in English
B.A. Brooklyn; M.A. Purdue

CAROLYN B. BRECHER (1974)

Instructor in Modern Dance, Assistant in Audio-Visual
A.B. Bard

NANCY B. BROTHER (1981)

Director of Academic Counseling Program
B.S. University of Nebraska; Ed.M. University of Lowell

MICHAEL BROWN (1986)

Technical Director Theatre Department

PAMELA BROWN (1980)

Health Counselor, Computer Trainer
B.A. Penn State; M.Ed. Boston College; L.D. Certificate Curry College

DEBORAH E. BURDETT (1991)

Admission Officer
B.A. University of Virginia

PETER M. CAPRA (1989)

Director of Planned Giving
B.A. Yale University; M.B.A. New York University

KEVIN F. CARDOZO (1992)

Instructor in Chemistry
B.A. Haverford

DEBORAH L. CARLISLE (1992)

Instructor in Chemistry
B.S., M.S. University of New Hampshire

LINDA M. CARTER (1990)

Instructor in English
B.A. Vassar

STEPHEN DOUGLAS CARTER (1980)

Instructor in Mathematics
Sc.B. Brown; M.A.L.S. Wesleyan

JIBEN CHENG (1992)

Visiting Scholar in Chinese

A. JOHN PATTEN CHIVERS (1960)

Instructor in German, Chair German Department
A.B. Wesleyan; A.M. Middlebury

ANDREW J. CLINE (1979)

Instructor in Mathematics
B.A. College of Wooster; M.A.L.S. Wesleyan

DAVID OWEN COBB (1968)

Chair Department of English
Instructor in English on the Elizabeth Milbank Anderson Foundation
A.B. University of Maine; A.M. Middlebury

MI S. COGLIANO (1989) (on leave)

Instructor in Chemistry
B.S., M.S. University of Stockholm

THOMAS EDWARD CONE, III (1966)
Director PALS Program
Instructor in Biology
 B.S. Trinity; M.A.T. Brown

CHRISTOPHER CAPEN COOK (1964)
Instructor in Art
 A.B. Wesleyan; M.F.A. University of Illinois

MARCELLE A. COOPER (1992)
Instructor in History and Social Science
 B.A. University of York, U.K.;
 Postgraduate Certificate of
 Education, University of Oxford, U.K.

DOUGLAS EVERETT CRABTREE (1971)
Instructor in Mathematics on the Jonathan
French Foundation
 A.B. Bowdoin; M.A. Harvard; Ph.D.
 University of North Carolina

ANDRE CRADDOCK-WILLIS (1992)
Advisor to Students, Office of Community
Affairs and Multicultural Development
 A.B. Yale; M.T.S. Harvard Divinity

KAREN CRADDOCK-WILLIS (1992)
Assistant Dean of Community Affairs and
Multicultural Development
 B.A. Wesleyan; M.Ed. Harvard

ROBERT LEE CRAWFORD (1971)
Instructor in History and Social Science
 B.A. Northwestern; S.T.B. The General
 Theological Seminary;
 M.A. University of Pennsylvania

ELIZABETH W. CULLEN (1987)
Director of Annual Fund
 B.A. University of Rochester; M.A. Cornell

NEIL H. CULLEN (1986)
Chief Financial Officer
 B.A. University of Rochester; M.A. Cornell;
 Ph.D. Michigan State University

ROSEMARY T. CURRAN (1990)
Instructor in Religion and Philosophy
 B.A. Marylhurst, M.A. University of San
 Francisco, Ph.D. Fordham University

MARGARITA CURTIS (1986)
Instructor in Spanish
 B.A. Tulane; B.S. Mankato State Univ.;
 M.S. Harvard University

KATHLEEN MARY DALTON (1980)
Instructor in History and Social Science on
Cecil F.P. Bancroft Teaching Foundation
 B.A. Mills; M.A., Ph.D. Johns Hopkins

JEANNIE FORD DISSETTE (1985)
 (on leave)
Dean of Admission on the Joshua Lewis
Miner, III Deanship of Admission
Foundation
 B.A., M.A. University of Pennsylvania

GEORGE MACNAMARA DIX (1972)
Chair Department of Spanish; Instructor in
Modern Languages
 A.B. Brown; A.M. Middlebury

KATHRYN A. DOLAN (1990)
Instructor in Athletics
 B.S. University of New Hampshire

PETER L. DRENCH (1987)
Assistant Director of College Counseling,
Instructor in History and Social Science
 B.A. Cornell Univ.; M.A. Tufts University

PAULA F. DREWNJANY (1981)
Instructor in Mathematics
 A.B. Smith; MALS Dartmouth

GEORGE HOWARD EDMONDS (1961)
 (on leave)
 A.B. Amherst; Ed.M. Harvard

PATRICIA HOPE EDMONDS (1974)
Director of Capital Development
 A.B. Mount Holyoke, A.M.T. Radcliffe

MARLYS A. EDWARDS (1990)
Instructor in English
Assistant to Abbot Cluster Dean
 B.A. Brooklyn College

ROBERT EDWARDS (1986)
Acting Senior Associate Dean of Admission
 B.A. Howard University

ERIC V. EITEL (1989)
Director of Foundation & Corporate Support
 B.A. Siena College

ADA M. FAN (1983)
Instructor in English, Advisor to Asian and
Asian-American Students
 B.A. Harvard-Radcliffe; M.S. Boston
 University; M.A. University of
 Rochester; Ph.D. University of
 Rochester

SUSAN FAXON (1986)
Curator of Addison Gallery on the Robert
M. Walker Foundation for Curator/Art
Historian
 B.A. Smith College; M.S. Columbia
 School of Architecture

MIMI S. FERRELL (1991)
Instructor in Dance
 B.A. University of Michigan

KENNETH S. FISHER (1991)
Instructor in Biology
 B.A. Dartmouth; M.A.T. Brown

DAWN A. FITZHUGH (1991)
Admission Officer
 B.A. Wesleyan; M.Ed. Cambridge College

JOHN GIB FITZPATRICK, III (1992)
Admission Officer
 A.B. Duke University

DANA L. FLEMING (1991)
Instructor in German
 B.A. U.C. San Diego; M.A., M.Phil Yale

JANE FOLEY FRIED (1991)
Acting Dean of Admission
 B.A. Bowdoin

SHAWN FULFORD (1989)
Instructor in Mathematics
 B.S. William and Mary; M.A. Duke
 University

EVERETT GENDLER (1977)
Jewish Chaplain, Instructor in Religion and
Philosophy
 B.A. University of Chicago; M.H.L.
 Jewish Theological Seminary

EDWARD B. GERMAIN (1979)
Instructor in English
Director of Search & Rescue
 B.A., M.A., Ph.D. University of Michigan

ELLEN M. GLOVER (1991)
Instructor in Mathematics
 B.A. Mt. Holyoke; M.ed. Harvard

LYDIA BUTLER GOETZE (1980)
Instructor in Biology
 A.B. Radcliffe; M.A.T. Johns Hopkins

MARK D. GOODMAN (1992)
Project Coordinator, Institute for the
Recruitment of Teachers
 B.A. College of Wooster; M.A. Tufts

JOHN ALLEN GOULD (1982)
Instructor in English
 B.A. Williams; M.A. Indiana University

MARY FULTON GRAHAM (1985)
Instructor in English
 B.A. Mount Holyoke; M.A. University
 of Virginia; Ph.D. University of New
 Hampshire

MAXINE S. GROGAN (1989)
Dean of Summer Session
 B.A. Merrimack

CHRISTOPHER JUDE GURRY (1974)
Instructor in History and Social Science on
the Martha Cochran Foundation
 A.B. Harvard; M.A. Tufts

MICHAEL HALL (1992)
Instructor in History and Social Science
Roman Catholic Chaplain
 B.A. Catholic University of America;
 M.A. Cambridge University; Ph.D.
 McGill University

KATHERINE V. HALSEY (1992)
Instructor in French, Acting Director,
ISSAEP
 B.A. Stanford

WOODRUFF WENDELL HALSEY, II
 (1986)
Executive Director of School Year Abroad
 A.B. Princeton; M.A. Middlebury

THOMAS ROBERT HAMILTON (1969)
Chair, Biology Department
Instructor in Biology
 B.S. Tusculum College; M.S. University
 of Pennsylvania; M.A.T. Brown;
 Ph.D. Ball State University

- YUAN HAN (1988)
Chair, Department of Chinese, Instructor in Chinese, Director Harbin Program
B.A. Shanghai Foreign Language Institute; M.A. Ohio State University; Ph.D. Ohio State University
- FRANK LEE HANNAH (1968)
Instructor in Mathematics
A.B., A.M. Dartmouth
- MARGARET L. HARRIGAN (1992)
Instructor in Art
B.F.A. Tufts, M.F.A. University of Connecticut
- DEBORAH A. HAYDEN (1992)
Instructor in Mathematics
B.S.M.E. University of Massachusetts, Amherst; M.S.T. Boston College
- KIM D. HEELAN (1991)
Co-House Counselor
B.A. Smith
- KEVIN P. HEELAN (1983)
Instructor in Theater
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 B.A., B.S. University of Maine, Portland; M.A. San Francisco State University
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 B.A. Wellesley; M.C.R.P. Harvard
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Director of Administrative Computing & Telecommunications
 B.S. Portland State University; M. Divinity Episcopal Divinity School
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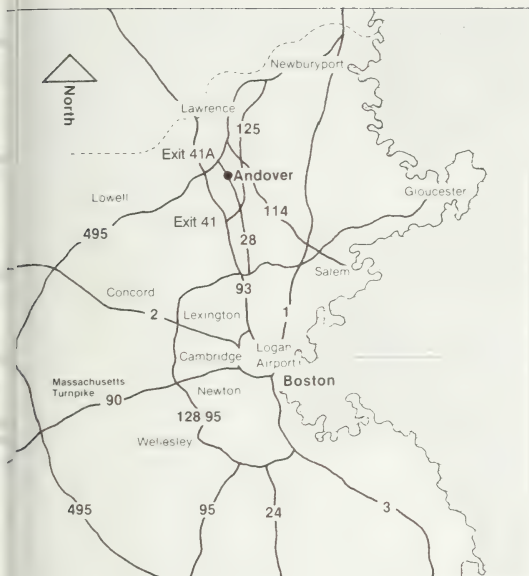
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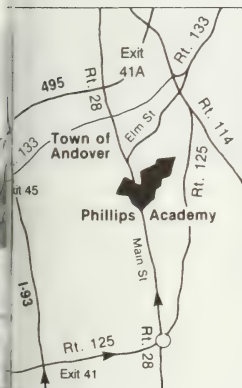
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Summer Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A marked Andover and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-9577 for up-to-date information.



Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

Boston Marriott Andover
123 Old River Road, Andover
(508) 975-3600 (At Rte. 93)
(800) 228-9290

Comfort Suites
106 Bank Road, Haverhill
(508) 374-7755 (Exit 49 off Rte. 495)
(800) 221-7760

Courtyard by Marriott
10 Campanelli Drive, Andover
(508) 794-0700 (Next to Marriott Hotel)
(800) 321-2211

Hampton Inn
224 Winthrop Avenue, Lawrence
(508) 975-4050 (Rte. 114 at Rte. 495)

Holiday Inn - Tewksbury/Andover
(508) 640-9000 (Rte. 495 & Rte. 133)

Lowell Hilton
50 Warren Street, Lowell
(508) 452-1200

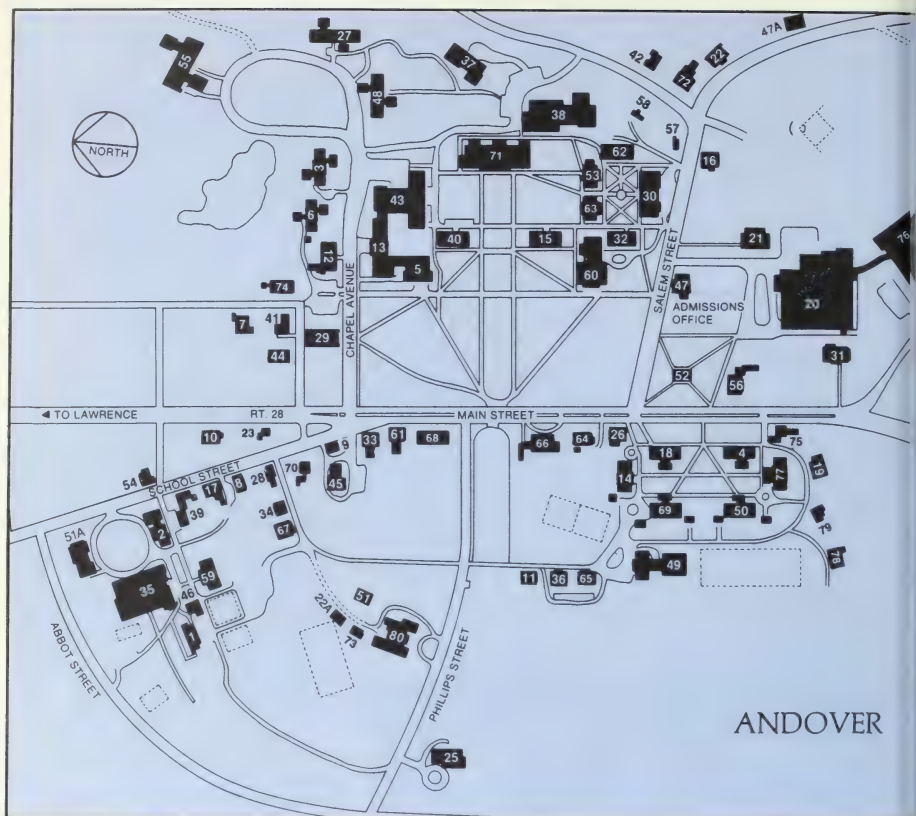
Merrimack Valley Country Inn
Route 125, Chickering Road, North Andover
(508) 688-1851

Ramada Hotel Rolling Green
311 Lowell Street, Andover
(508) 475-5400 (Junction Rtes. 93 & 133)

Residence Inn by Marriott
Andover Street, Tewksbury
(508) 640-1003 (Off Rte. 495)

Susse Chalet
1695 Andover Street, Tewksbury
(508) 640-0700 (Rte. 133 & 495)

Tage Inn
131 River Road, Andover
(508) 685-6200 (at Rte. 93)
(800) 322-8243



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- 1 Abbey House*
- 2 Abbot Hall
- 3 Abbot Stevens House*
- 4 Adams Hall*
- 5 Addison Art Gallery
- 6 Alfred E. Stearns House*
- 7 Alice T. Whitney House*
- 8 Alumni House*
- 9 Phillips Hall
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- 11 Andover Cottage*
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- 15 Bartlet Hall*
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- 20 Borden, Memorial and Abbot Gymnasiums
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- 37 Elbridge Stuart House*
- 38 Evans Hall (Science)
- 39 Flagg House*
- 40 Foxcroft Hall*
- 41 French House*
- 42 Frost House*
- 43 George Washington Hall
- 44 Graham House (Psychology)
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The material in this catalog is intended to provide general information concerning Phillips Academy, Andover, rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

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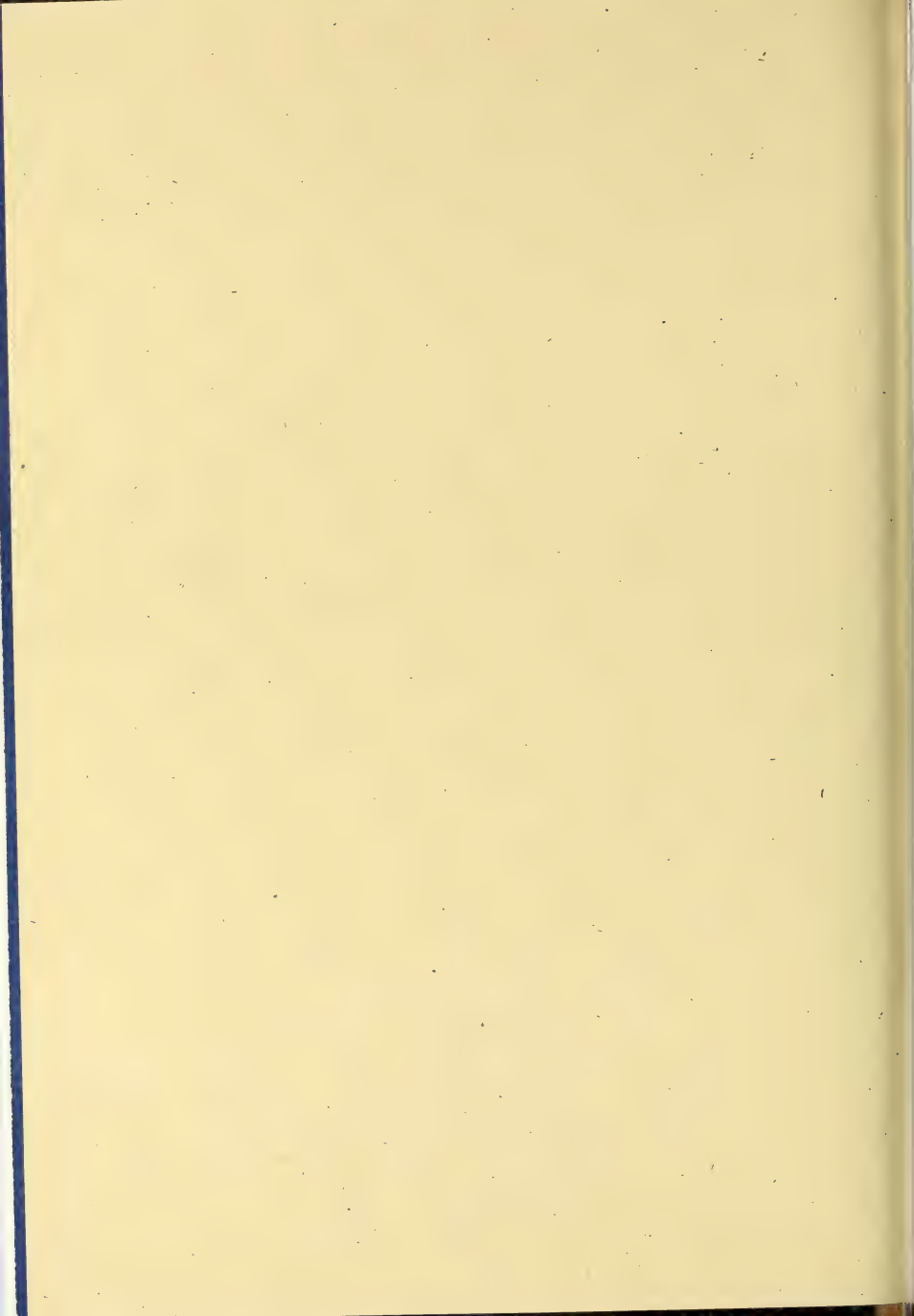
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Andover
Course of Study
1994-95

Phillips Academy
Andover, Massachusetts 01810-4166



1994-95 Course of Study

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Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an Academic Advisor, who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. Students should familiarize themselves with the Academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week classes are scheduled to meet according to varying patterns: some for four forty-five minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Greek, Italian, Latin, and Japanese. These 10–20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10–20 course as a diploma requirement. Seniors with a demonstrated language weakness may take a three-term sequence in *Etymology (Classics 31)*, *Structure of Classical Languages (Classics 35)*, and a modern language 13 course. This sequence fulfills the language requirement with permission of the Division Chair.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A & AB), Economics (2), English Language and Literature, European History, French Language & Literature, German, Government & Politics (2), Latin (2), Mathematics (AB & BC), Music Listening, Music Theory, Physics (B & C), Psychology, Spanish Language and Literature.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Being granted an Independent Project requires the availability of a faculty mentor to supervise the project, a favorable evaluation of the merits of the proposal, and final decision by the Dean of Studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs and opportunities. *Participation in any of these requires the prior permission and approval of the Dean of Studies.*

The Washington Intern Program, in which Andover joins with Exeter, allows a group of Upper Middlers and Seniors to spend the Spring Term living together in Washington and working in the offices of U. S. Senators and Congressmen. (See the History section.)

The Mountain School Program of Milton Academy is a trimester-long program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300 acre farm in Vermont. Phillips Academy students may participate Fall Term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on The Mountain School farm which supplies most of the food and heat for the school.

Uppers may also participate in The Maine Coast Semester during the fall. Students continue their academic courses, but during afternoon hours engage in physical work and challenges, and study coastal ecology, within the small school community.

Selected students enrolled in Spanish may elect a residential Winter Term in Madrid, Spain, as part of an exchange program.

Selected students of French may participate in a Fall Term exchange in Paris, France, or may spend the Winter Term in Antibes, France, attending local schools and living with a family in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Peoples Republic of China, Ivory Coast, or Russia.

In addition to school-sponsored programs, the trimester plan provides an opportunity for individual Seniors to arrange off-campus projects related to their special interests. Development of such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements and also free a block of time during the appropriate term. Participation in any off-campus project or program must be approved by the Dean of Studies.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families, while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their Academic Advisor or the Dean of Studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chairman of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents to understand the curriculum, and to show the major decisions, and their consequences, which face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term are occasionally advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about 9 hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard 4 to 5 hours of homework per week.

Academic Advising

Each student has an Academic Advisor; this member of the faculty is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations—insofar as they can be identified—are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude tests, and character and personal development.

The Advisor meets with the new student during the Orientation prior to the opening of school in

September to review and approve the course selections which the student has made during the summer or spring. Subsequently the student meets with his or her Advisor midway through each term to make or confirm course selections for the upcoming term and to review long-term plans.

From time to time during the academic year, the House Counselor or Day Student Counselor will report to parents concerning the student's growth and progress. Late in the spring students in the three lower classes and their respective Academic Advisors will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The Academic Advisor will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on Probation or under Suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, three trimester credits in United States History, plus an additional trimester course in history taken at the Upper Middle or Senior level, a full-year course in a laboratory science, plus an additional three trimesters of science, one trimester of art (usually *Visual Studies—Art 10*), one trimester of music (usually *The Nature of Music—Music 20*), and nine of English—these to include *English 100* (for ALL entering Juniors), a yearlong course of competence in writing and reading and a three-trimester sequence of general literature.

There are some changes in the diploma requirements which are effective for four-year members of the classes of 1996, 1997, and 1998 and thereafter: students must earn two trimester credits in art, two in music, six in history, and all must complete two yearlong laboratory science courses. Starting with the Class of 1996, three-year students must earn a total of three credits in art and music, with at least one in each area.

In order to be eligible for a diploma all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower Middlers must pass *Physical Education 10* in addition to required athletics; all three and four-year students must pass, prior to graduation, a one-

trimester course offered by the Department of Philosophy and Religious Studies. Entering Upper Middlers need pass only one trimester of either art or music at the Academy. Some modifications of the language requirement are made for entering Upper Middlers and Seniors. Entering Seniors with no previous foreign language experience must pass a 10–20 course in a foreign language or an equivalent yearlong sequence in language structure. A Senior must earn a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Independent Projects are counted as graded courses.

Credits (trimester) required for the diploma are:

- For Entering Juniors — 54
- For Entering Lower — 51
- For Entering Uppers — 48
- For Entering Seniors — 48

Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the Faculty has voted the following guidelines, which are in addition to the Diploma Requirements listed above. These represent what the Faculty *strongly urges* students to do. The Academic Advisors recognize that there will always be some acceptable student programs which do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses which have been designated 'advanced' or honors courses may carry a four-course program. (See below.)

All Juniors and Lower should take English, mathematics, and foreign language every term.

By the end of Lower year each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science (a yearlong or three terms) in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of Art, Music, or Theatre.

All three- and four-year students will be advised to take more than the minimum diploma requirements in the arts (Art, Music, Theatre and Dance).

Advanced Courses

The following have been designated advanced courses (see guideline above): *Art*: 29 level and above; *English*: 400 level and above; *Foreign Language*: 40 level and above; *History*: 50 level and above, plus 40 level courses not being taken to meet diploma requirements; *Mathematics*: 51 and above; *Music*: 40 level and above; *RelPhil*: 40 level and above; *Sciences*: 50 level and above; *Theatre*: 51, 52, 53.

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a Course Selection form, indicating the courses that they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some *initial* specialized courses in English and U.S. History in which language proficiency is less necessary. (See the introductory paragraphs for the English and History sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door to others.

JUNIOR YEAR

Each trimester a Junior must take six courses; two of these meet only three times per week. All will take *History 10*; about half the class will take *Art 11*, and the other half *Music 21*. Those taking art will be required to take *Music 20* during the Lower year and one other term of music prior to graduation; those who take music will take *Art 10* during the Lower year and *Art 15* sometime before graduation. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

1. Math enter the sequence by placement of the department;
2. Foreign Language begin sequence (usually a yearlong course at the 10-level);
3. English *English 100*
4. History *Social Science 10*
5. Arts *Art 11* or *Music 21*
6. Elective usually a yearlong science, or

Classics, Computer, another Language, Physical Education, RelPhil, Study Skills, Theatre.

LOWER MIDDLE YEAR

Each trimester a Lower Middler must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the Spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department;
2. Foreign Language enter the sequence by placement of the department;
3. English enter sequence (*English 200*);
4. Elective usually a yearlong Science;
5. Elective

Art, Classics, Computer, History, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre.

Returning Students

1. Mathematics continue sequence;
2. Foreign Language continue the sequence;
3. English continue sequence (*English 200*);
4. Elective usually a yearlong Science;
5. Elective

Art, Classics, Computer, History, another Language, Music, Physical Education, RelPhil, Science, Study Skills, Theatre.

Returning Lowers who took *Art 11* as a Junior must take *Music 20* during the Lower year; those who took *Music 21* must take *Art 10*.

Students wishing to participate in the *School Year Abroad Program* during their Upper Middle or Senior year should discuss these plans with their Academic Advisor and seek guidance for the selection of courses for the Lower Middle Year. Participation in any off-campus project or program must be approved by the Dean of Studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior Years, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in the June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests in May of their Upper Middle Year. As a matter of general policy Academic Advisors encourage "depth" in the selection of courses for the Upper Middle Year. In selecting courses students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department;
2. Foreign Language enter the sequence by placement of the department;
3. English begin sequence (*English 301, 310*);
4. History usually *History 30 (T2), 31 (The United States)*;
5. Elective [Art, Computer, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre.]

Returning Students

1. Mathematics continue the sequence;
2. Foreign Language continue the sequence;
3. English continue the sequence (*English 300, 310*);
4. History usually *History 30 (T2), 31 (The United States)*;
5. Elective [Art, Computer, another English, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology, Theatre.]

SENIOR YEAR

During the Upper Middle Year and the Senior Year, a student must accumulate a minimum of 27 trimester units. A Pass/Fail course may be elected only as a fifth course; however, an Independent Project, though marked on a Pass/Fail basis, is counted as a graded course.

A Senior must earn a minimum of twelve graded trimester credits during the Senior Year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements (International students: see page 5). A Senior's program should resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department; if the requirement is not yet satisfied enter *Mathematics 39 or 40*;
2. Foreign Language enter the sequence by placement of the department if the requirement is not satisfied;
3. English as placed by the department;
4. Elective [Art, Computer, another English, History, another Mathematics, a 10-20 Language, Music, RelPhil, Science, Psychology, Theatre, Study Skills.]
5. Elective

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students take English electives at the 400 and 500 level each term.

Participation in any off-campus project or program must be approved by the Dean of Studies.

Course Enrollments and Cancellations

The School reserves the right to cancel, at any time up to the 3rd day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the School has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain written permission from his or her Academic Advisor, then make an appointment with the Scheduling Officer in George Washington Hall to complete the process. No student may transfer into a class without an official transfer slip signed by the Scheduling Officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. No course may be dropped after the end of the third week of classes of any term. Students wishing to drop yearlong or T2 courses prior to the normal end of the course, and after the first five calendar class days of the course, may do so only by gaining the approval of a group of five: the Department Chair, the Dean of Studies, the student's House Counselor, Academic Advisor, and Instructor. Credit is granted at the discretion of the Department Chair and only if the student is passing the course at the time it is dropped and only for that portion completed. Year-long and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only Cluster Deans may give permission to extend weekend time, and they may do so without consulting Instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination, although it is often advisable for the student to repeat the course. Spring Term Senior Failures may be made up only following Commencement.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1994-95 as follows:

| | |
|------------|---|
| October 15 | PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) |
| November 5 | SAT I and SAT II |
| December 3 | SAT I and SAT II |
| January 28 | SAT I and SAT II |
| May 6 | SAT I and SAT II |
| June 3 | SAT I and SAT II |
| May 8-19 | AP (Advanced Placement Examinations) |

NOTE: Most students should plan to take the June 3 exams at a test center near their home, not on campus.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and IBM compatible computers. The center is open during the regular operating hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the School and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the Computer Center.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Mathematics 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 26-123*). A number ending in a single digit "1," "2," or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name (Example: *Physics 58-12 Advanced Placement Physics (T2)*). Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chairman required, etc.

Beside each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

| Final Digit: | Indicates: |
|--------------|--|
| 0 | Yearlong course |
| 1 | Course offered in Fall Trimester |
| 2 | Course offered in Winter Trimester |
| 3 | Course offered in Spring Trimester |
| 4 | T2 course offered in Fall and Winter |
| 5 | T2 course offered in Winter and Spring |

Course Descriptions

Art

The Arts and Communication Center building is scheduled for complete redesign and renewal with a projected completion date of Spring 1995. Over the course of this project, the art curriculum will be in transition. Some courses may not be offered and others will be modified in scope and content.

The 1994-95 diploma requirements in Art are as follows: Juniors must take either a yearlong course in Art (*Art 11-0*) or a yearlong course in Music (*Music 21-0*). Those who take Art as a Junior must take two trimesters of Music during the subsequent three years. Those who take Music as a Junior must take *Visual Studies 1* and 2 (*Art 10* and *Art 15*). Entering Lowers must take a total of three trimesters of Art and Music selecting two trimesters in one area and one in the other. Those who select two trimesters of Art must take *Art 10* and *Art 15*. Entering Uppers must take a trimester of Art (*Art 10*) or Music. Entering Seniors have no diploma requirement in Art.

Completion of the diploma requirement in Art is the prerequisite for all elective courses. Since the diploma requirements varies for individual students, depending on when they enter the school, so does the prerequisite. For entering Juniors, the prerequisite is either *Art 11* or *Art 10* plus *Art 15*. For entering Lower Middlers the prerequisite is *Art 10* plus *Art 15* (if they choose to take one Music course for the diploma requirement), but only *Art 10* (if they choose to take two Music courses). For entering Upper Middlers and entering Seniors, the prerequisite is *Art 10*. Exemption from *Art 10* as a prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chairperson of the Art Department in collaboration with the teacher of the course which the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, including photography.

College Entrance Examination Board offers students the opportunity to gain Advanced Placement in Studio Art in many colleges and Art Schools, thus enabling a student to by-pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in Advanced Placement should enroll in *Art 45* and two subsequent terms in Art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26*, and *Art 36*.

With the exception of *Art 40*, no art course, if failed, can be made up by examination.

Students should expect to help pay for art materials.

INTRODUCTORY STUDIO COURSES

- 10-1 (0101) **Visual Studies 1**
 10-2 (0102)
 10-3 (0103)

Five prepared class periods. The course explores ways in which visual experience of the real world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, tone, texture, color and perspective in communicating through drawing, painting, collage and photography. Print media, photography, advertising and art provide a context for discussion and comparison of students' efforts.

- 15-2 (0152) **Visual Studies 2**
 15-3 (0153)

Prerequisite: Art 10. Five prepared class periods. As a sequel to Art 10, the course explores two areas of study: 1) sequences in time of still and moving images: visual books, film, video and computer graphics; and 2) functional objects in the real world: furniture, architecture, sculpture and machines. Students will write, shoot and edit videotapes, with the focus on cogent, original communication; and they will design and make three-dimensional objects, with the focus on such concepts as durability, economy, function, scale and integration with the natural environment. Students will view and discuss examples of film, video and three-dimensional design to complement their own creative activities.

- 11-0 (0110) **Visual Studies for Juniors**
 (a yearlong commitment)

Three prepared periods; three trimester-credits. Students work with the languages of vision through drawing, photography, video, color studies, and two- and three-dimensional design. Through projects and discussion, students focus on their own creative work and visual examples from the world. The course will fulfill the diploma requirement in art.

- 12-1 (0121) **Photo 1**
 12-2 (0122)
 12-3 (0123)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. This introductory course is designed for absolute beginners and students with some experience in black and white photography. The first half of the course emphasizes craft control: camera use, film developing, print

making and presentation techniques. The second half of the course highlights photographic seeing and aesthetic issues: subject selection, formal composition and point of view. Class meetings include demonstrations, exercises, group critiques, slide presentations and discussions. A camera (35 mm. or 2 1/4") with manually controlled speed, aperture and focus is required. (Scholarship students may borrow cameras from the school.) Classes meet four times a week with five hours of preparation. Evening labs are offered for conferences with the teacher. This course may be bypassed by students with previous experience through the presentation of a portfolio. (Mr. Wicks, Ms. Harrigan)

- 14-1 (0141) **Introductory Ceramics**
 14-2 (0142)
 14-3 (0143)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. Four classes per week. Attendance at evening labs twice a week is also strongly encouraged and often required. Students will be generally introduced to the fundamental techniques of handbuilding and wheel-throwing while seeing pieces through the glazing and firing process. We will explore the sculptural as well as the functional possibilities of clay. Class meetings include demonstrations, discussions, oral reports, critiques and studio work. We will investigate ceramics as an art form, exploring historical context, contemporary trends and esthetic issues. (Ms. Smith)

- 19-2 (0192) **Beginning Painting**
 19-3 (0193)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. An introduction to the basic elements of painting in oil and acrylics. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing, and blending. Issues of form/space relationships and composition are addressed in balance with student's need for self-expression. Class critiques, discussion and visits to the Addison Gallery complement and enhance the actual painting process.

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. For three- and four-year students, the prerequisite for all intermediate courses is the fulfillment of the diploma requirement in Art (see longer statement in the introduction to Art courses). For one- and two-year students, *Visual Studies (Art 10)* is the prerequisite. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

**23-123 (0231) Drawing and
(0232) Two-Dimensional Design
(0233)**

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen, and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. Shertzer)

**24-23 (0242) Three-Dimensional Design
(0243)**

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. May be taken for one or two terms. This course identifies some basic measures of successful design—equilibrium, economy, function, scale—within an ecological frame of reference. Students design and build solutions to assigned problems. Discussion and written exercises ask students to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

**26-123 (0261) Photo 2
(0262)
(0263)**

Prerequisite: *Art 12*. This intermediate photography course begins with a brief review of basic craft control then offers instruction in more sophisticated camera and darkroom techniques. However, the primary emphasis in this course is the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given but much of each student's portfolio will be based on self-motivated imagery. Students may choose to create an open portfolio which includes a wide variety of photographic styles, or create a cohesive, thematic body of work. Slide presentations and discussions, photographic book reviews and visits to the Addison Gallery are offered to more fully explore the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week with five hours of preparation. Evening labs are offered for informal instruction. (Ms. Harrigan, Mr. Wicks)

27-3 (0273) Video and Computer Animation

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. Filmmaking with an emphasis on frame-by-frame control of sequential imaging. All traditional forms of animation are possible, from claymation to animatics, and new techniques are introduced utilizing expanding computer technology. (Mr. McMurray)

**29-13 (0291) Water Color Painting
(0293)**

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. Introduction to the materials and techniques of water color, wash, and ink painting. Emphasis will be on the structure and use of color and value as a means of creating images on the page. After several assigned projects, students are encouraged to develop their own style and imagery. Class critique, discussions and an opportunity to study original works from the Addison collection will also be part of the course. No previous experience necessary.

ADVANCED STUDIO COURSES

For three- and four-year students, the prerequisite for advanced courses is fulfillment of the diploma requirement in Art (see longer statement in the introduction to Art courses). For one- and two-year students, the prerequisite is *Art 10*. These courses may be taken more than once. Advanced Studio courses meet two double periods a week with four more evening hours required in the studio.

31-2 (0312) Computer Graphics

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. The rapidly emerging medium of computer graphics draws on several traditional media. This course works with software related to four of these media: photography, painting, drawing and video. Following assignments which introduce principles of each type of software, students pursue an extended project of their own design which is executed entirely on the computer or uses the computer as part of the work. One student for example, may choose to work entirely with scanned images and use hand-coloring with a paint package to create a mood or emphasize specific parts of the image. Another student may choose to create a presentation that uses a combination of motion video and scanned still images. Other projects may employ the computer to produce some part of the images—the photos for a book or a collage which forms the starting point for series of hand produced drawings. (Ms. Veenema)

32-123 (0321) Continuing Painting (0322) (0323)

Prerequisite: *Art 19* or permission of the instructor. Building on already acquired basic painting skills, this course assists students to develop their own image ideas. Through a variety of technical processes and conceptual approaches, students explore the impact of different ways of working on any given image idea. Painting in series, mixing media, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what paintings can be. Regular critiques, Addison Gallery visits, and discussion of art historical/ theoretical issues relevant to the student's work are an important component of this course. (Mr. Cook)

33-123 (0331) Filmmaking (0332) (0333)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. This course combines viewing theatrical, documentary, and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques. (Mr. Sheldon)

34-123 (0341) Advanced Ceramics (0342) (0343)

Prerequisite: *Art 14* or equivalent. Two double periods per week. Attendance at evening labs twice a week is also strongly encouraged and often required. Advanced students will be challenged to deepen their knowledge of both technique and concept while becoming more fully involved in all aspects of the ceramic process. Assignments will be geared towards specific themes such as teapots, portraiture, tiles, vessels, or functional pottery. At this level students are expected to give specific attention to craftsmanship and self expression. We will also view ceramic art in relationship to the cultural context in which it was created. (Ms. Smith)

35 Printmaking (Not offered in 1994-95)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. The basic principle of printmaking, creating an image on one surface and transferring this image to another, can involve many techniques. This course focuses on techniques of developing two kinds of images, monotype and intaglio/relief printing. Monotype, which draws heavily from both painting and drawing techniques, produces a single print. Images made on surfaces as different as plastic and sandpaper can be transferred in one printing and this image added to successive printings, hand drawing and painting. In contrast, intaglio/relief printmaking draws on a long history of images intended to be duplicated. Images can be developed from a variety of materials—metal, cardboard, plastic, etc.—each of these materials creates a plate which can be printed many times. Etching on metal plates is perhaps the most well-known form of this printing. In both monotype and intaglio-relief, developing a plate from which image is printed allows reworking an image in ways not possible with any other medium, except the contemporary equivalent of printmaking, the computer. (Ms. Veenema)

36-3 (0363) Photo 3

Prerequisite: *Art 26*. This advanced photography course begins with study and experimentation in three classic photographic traditions: documentary, fine art and composite imagery—sequences, montage and collage. Photographic projects and life works of various photographers will be the topics of slide lectures and discussions, book reviews, gallery tours and visiting artists' presentations. Students may choose to create several separate works, or a term long thematic project. Work may be presented in a variety of formats: portfolio, book, collage, slide program, etc. Emphasis is placed on continuity of effort, process, evolution of ideas, experimentation and personal expression. Peer critique and teacher conferences offer feedback and direction on a weekly basis. Classes meet for a double period two times a week with a minimum of five hours of preparation. Evening labs are offered for informal critique of work in progress. (Mr. Wicks)

37 Beginning Sculpture
 (Not offered in 1994-95)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. A course designed to introduce students to concepts and techniques necessary to create sculptural forms. Experience in various media, building or subtracting, welding, casting and carving are included. Students will be asked to make several pieces in a variety of media. No experience needed, but some reading and research required. Not open to Seniors. (Mr. McMurray and Mr. Shertzer)

38-123 (0381) Sculpture
 (0382)
 (0383)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. Offers an opportunity to work in practically every material available to the sculptor today, including wood, stone, metal, plastics, plaster, and others. It is therefore possible for students to develop into sculpture concepts discovered in *Visual Studies (Art 10)* or *Three-Dimensional Design (Art 24)* as well as ideas drawn from their own experience. (Mr. Shertzer or Mr. McMurray)

39-123 (0391) Architecture
 (0392)
 (0393)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. For Uppers and Seniors. *Three-Dimensional Design (Art 24)* recommended, but not required. The design of structures for human habitation involves a variety of basic issues. The fall course concentrates on the definition and organization of functional spaces. The winter course focuses on problem-solving, physical structure and other technical issues. The spring term combines knowledge gained in the previous terms in projects simulating the experience of architectural practice. The course is for students who are considering architecture as a field of concentration as well as for those who are simply curious about how buildings get to be the way they are. Although students are encouraged to take the course for three terms, winter and spring terms are designed as an introduction for students entering the course in January or March. (Mr. Lloyd)

43-3 (0433) Contemporary Communications
 (Formerly *Art 28*)

Prerequisite: Successful completion of two courses in art, music or theatre. Four prepared class periods. In a search for some common bases of communication, the course examines fiction, non-fiction, poetry, drama, music, radio, video, movies and the visual arts. Using a variety of these media, the class undertakes group projects for public presentation. (Mr. Lloyd)

44-3 (0443) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students must also enroll in *English 528-3*. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media including documentaries, novels, photography, and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects. Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

45-123 (0451) Advanced Placement Art
(0452)
(0453)

Prerequisite: Three trimesters of art courses (including *Visual Studies*). This course is open to students interested in assembling a portfolio of work for either application to college or submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Any student who plans to submit a portfolio for the Spring Advanced Placement examination should also plan to take one art course both Winter and Spring terms. (Mr. McMurray)

HISTORY OF ART

40-123 (0401) Art History
(0402)
(0403)

Prerequisite: For three- and four-year students, the diploma requirement in Art; for one- and two-year students, *Visual Studies (Art 10)*. For Uppers and Seniors. Within the social context, this course develops standards for evaluating and contrasting painting, sculpture and architecture from a variety of world cultures leading to an understanding of artistic expression and visual communication. Each term may be taken separately. The FALL term will focus on pre-history through the 16th century, the WINTER term starts with the 16th century and ends with late 19th century. The SPRING term covers modern trends from the mid-19th century to the present. The Addison Gallery collection and exhibits will provide for the study of original works of art. (Mrs. Quattlebaum)

Classical Studies

The following courses in Classical Studies are designed to provide students with a broad introduction to Classical Civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in Ancient History see *History 55-123*.

31-1 (5411) Etymology
31-2 (5412)
31-3 (5413)

English has an immense vocabulary, far larger than that of any other language, almost half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and commercial promoters. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

32-1 (5421) Greek Literature
32-2 (5422)

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical context. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

33-1 (5431) Classical Mythology

33-2 (5432)

33-3 (5433)

Four prepared class periods. Open to all classes. The interest of the Twentieth Century in Classical Mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

35-2 (5452) Structure of Classical Languages

Open to all classes, but not to students having Phillips Academy credit for Latin or Greek. This course is especially suitable for those who have taken *Etymology* (though *Etymology* is not a prerequisite for it) because it offers a gentle entry into reading authentic ancient Greek and Latin stories and poems, to show how the Indo-European family of languages has generated, over the last four thousand years, a widely shared heritage of vocabulary, grammatical forms and sentence structure, which live on to this day in languages as disparate as English, Spanish and Russian. Class discussion is aimed at seeing English and other European languages in broader perspective through examination of similarities and differences between the modern and the ancient, and at paving the way to more successful study of other new languages in the future.

English

The diploma requirements in English are to establish competence in writing and reading. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310*, and three terms of English electives. International students who are new Uppers begin the sequence according to placement by the Department: *ESL*, *English 200*, or *English 300*; returning international students continue the sequence or confer with the Department Chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 407* or *408* (unless the Department Chair approves enrollment in a higher level course) followed by electives in the winter and spring Terms; international students begin with *ESL*, *English 351-12* or a writing intensive *408*, followed by courses to be designated by the Department Chair in consultation with the students' teachers. Any courses so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with the placement of the Department. All Juniors take *English 100* and may not take *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. Related courses, whose prerequisites vary, are listed elsewhere in this booklet. *All English courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.*

100-0 (1100) English: The Myth and the Journey

This course, a foundation for *English 200* and *English 300*, is required for all Juniors. Centered on the theme of the journey, the course exposes the students to a variety of literary forms and styles drawn in part from the following: Homer's *The Odyssey*, Douglass' *Narrative of the Life of an American Slave*, Dickens' *Great Expectations*, Shakespeare's *The Tempest*, Miller's *The Crucible*, and Hansberry's *A Raisin in the Sun*. Students write frequently in forms ranging from journals to personal essays to literary criticism.

Juniors are also eligible to enroll in Etymology, which is described under Classics.

200-0 (1200) Competence

This course in reading and writing uses a text called *Writing: The College Handbook*, anthologies of essays, poetry and fiction, and the students' writing as the primary texts. The first term emphasizes paragraph coherence and basic skills—grammar, mechanics, rhetorical and stylistic tools—through the writing of short compositions, expressive and expository. The second term focuses on clear and concise multiparagraph essays and a documented inquiry that encourages the acquisition of important reading and writing skills in conjunction with learning to write a paper in the Humanities, including the ability to interpret, analyze, and argue clearly and persuasively. Writing assignments grow in length and complexity during the spring term, culminating in an 8-10 page paper that brings the student's developing voice to bear on a researched topic of personal interest.

300-12 (1304) The Seasons of Literature (T2)
(a two-term commitment)

For returning Uppers, *English 300* continues *English 200's* movement toward literary analysis, developing critical skills through the study of novels, poetry, drama, and sometimes film. The course provides a sense of literary mode, of historical perspective, of mythic, psychological, and cultural contexts, aiming at the development of a literary sensibility. While emphasizing the analytical—both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence—the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays, parodies. The structure of the course is inspired by, but not governed by, Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic, and modern periods (excerpted below), so that each period is represented in each term. Additional works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers.

Prerequisite: *English 200*.

Tragedy and Romance

PRE-ROMANTIC: Selections from the *Bible* (e.g., Genesis, Job, the gospels); a play by Aeschylus; *Metamorphoses*, Ovid; *Beowulf*; *Everyman*; The Spanish Tragedy, Kyd; *Dr. Faustus*, Marlowe; *The Changeling*, Middleton; *The White Devil*, Webster; selections from *Paradise Lost*, Milton; poems by Spenser, Jonson, Donne, Herbert, Marvell; *Phedre*, Racine; tales collected by the Grimms.

ROMANTIC/POST-ROMANTIC: *Rime of the Ancient Mariner*, Coleridge; *Eve of St. Agnes*, Keats; *Frankenstein*, Shelley; *Wuthering Heights*, Brontë; short stories by Poe; *The Scarlet Letter*, short stories, Hawthorne; *Billy Budd*, *Moby Dick*, Melville; a play by Ibsen; a novel by Hardy; *Daisy Miller*, James; poems by Wordsworth, Shelley, Keats, Tennyson, Whitman, Dickinson.

MODERN: *Heart of Darkness*, Conrad; *House of Mirth*, Ethan Frome, Wharton; *The Fountain Overflows*, West; *The Great Gatsby*, short stories, Fitzgerald; *The Sun Also Rises*, *Farewell to Arms*, short stories, Hemingway; *The Iceman Cometh*, *Long Day's Journey into Night*, O'Neill; *The Bear*, short stories by Faulkner; *Antigone*, Anouilh; *Native Son*, Wright; *Invisible Man*, Ellison; *Seize the Day*, Bellow; *The Fixer*, Malamud; *Wise Blood*, short stories, O'Connor; *Death of a Salesman*, Miller; *The Dutchman*, Jones; *House Made of Dawn*, Momaday; *Sula*, Song of Solomon, Morrison; *Book of Common Prayer*, Didion; *Love Medicine*, Erdrich; poems by Yeats, Eliot, Hughes, Berryman, Lowell, Brooks; a work by Cather, Steinbeck, Welty, McCullers, Baldwin; stories by LeGuin; plays by Fugard, August Wilson.

Comedy and Irony

PRE-ROMANTIC: Works by Horace, Juvenal; selections from *Canterbury Tales*, Chaucer; Volpone, Jonson; poems by Donne, Herbert, Marvell; a play by Molière; selections from Dryden, Pope; *The Country Wife*, Wycherly; *Gulliver's Travels*, "A Modest Proposal," Swift; *Candide*, Voltaire.

ROMANTIC/POST-ROMANTIC: *Pride and Prejudice*, Austen, *Don Juan*, Byron; *David Copperfield*, *Hard Times*, Dickens; *Moby Dick*, Melville; poems by Browning; *Alice in Wonderland*, Carroll; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, Wilde.

MODERN: A play by Shaw; *Age of Innocence*, Wharton, *Decline and Fall*, *A Handful of Dust*, *The Loved One*, Waugh; 1984, *Animal Farm*, Orwell; *Call It Sleep*, Roth; *Invisible Man*, Ellison; *Cat's Cradle*, *Slaughterhouse-Five*, Vonnegut; *Grendel*, Gardner; *Transformations*, Sexton; poems by Eliot, Auden, Cummings, Owen, Eberhart, Plath, Sexton; works by Nabokov, Malamud, Bellow, Roth, Cheever, Updike, Davies, Reed, Wolfe, Allen.

**301-12 (1324) The Seasons of Literature
(T2) for New Uppers**
(a two-term commitment)

For new 11th graders, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

310-1 (1331) Shakespeare
310-3 (1333)

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis.

Prerequisite: *English 300-12* or *English 301-12*.

351-12 (1361) American Studies for
(1362) International Students

Primarily for one-year students for whom English is a second language, this course provides intensive training in reading, literary fundamentals, and the expository writing as well as oral English. The focus of this course is on American culture, values, and traditions as reflected in literature and other media. One or two terms of this course will prepare students for the reading, writing, and speaking skills required for success in specialized senior electives. (Mr. Bailey, Ms. Graham)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200*, *300* and *310*. Courses numbered in the *500s* are more intensive and demanding than those numbered in the *400s* and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be conducted.

401-123 (1411) Non-Fiction Writing
(1412)
(1413)

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing, and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould, Mr. Cobb)

403-123 (1431) Writing Through the
(1432) Universe of Discourse
(1433)

A course for students interested in experimenting with many different genres of writing. Students are invited to experiment with essays, poetry, literary criticism, letters, autobiography, and other forms of written discourse. Once a week they join a writing workshop with Lawrence elementary school students. This course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings for the course include texts from a variety of cultures. Some examples: *The Autobiography of Malcolm X*, Haley and Malcolm X; *Down These Mean Streets*, Thomas; *Their Eyes Were Watching God*, Hurston; *Cathedral*, Carver; *White Noise*, DeLillo; *The Homecoming*, Alvarez; *I Write What I Like*, Biko; *Sassafrass*, Cypress, and *Indigo*, Shange; *Jacklight*, Erdrich; the poetry of William Blake, Sylvia Plath, William Shakespeare. (Mr. Bernieri)

405-123 (1451) Literature of Two Faces
(1452)
(1453)

This course studies the relationship between American mainstream and minority cultures introducing students to the myth, magic and morality of ethnic identity as it emerges in a dialectic between the community and the individual. Students learn the language of W. E. B. Dubois' double consciousness as African-Americans, American Indians, Chinese-Americans, Hispanics, Jewish-Americans, gays, and others struggle to be apart from a part of larger communities. Authors include Rita Dove, Toni Morrison, Sonia Sanchez, Jimmy Santiago Baca, Simon Ortiz, John Edgar Wideman, Joseph Iron Eye Dudley, Susan Straight, Amy Tan, Louise Erdich, Gloria Naylor, Ralph Ellison, August Wilson, Isaac Bachevis Singer, Michael Dorris, Leslie Marmon Silko, Joan Didion, Maxine Hong Kingston, David Leavitt, N. Scott Momaday, Paul Monette, Ai and Derek Walcott. (Mr. Thorn)

407-123 (1471) Topics in English Literature
(1472)
(1473)

Explores the diversity of English literature from *Beowulf* and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats, and later moderns. Readings enable students to explore issue of self, society, and the universe that characterize different eras and that enlarge understanding of our literary tradition. Topics include English Comedy from Chaucer to Monty Python, the English Novel, the Literature of British Imperialism, Mythic Systems in British Writers and English Comic Theater.

408-123 (1481) American Writers
(1482)
(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, Shepard, Didion, and Walker. (Mr. Hendrickson, Mr. Thorn, Ms. Fan, Mr. O'Connor, Ms. Carter, Mr. Joel, Mr. Sykes)

430-123 (1531) Theme Studies
(1532)
(1533)

Feasts and Fools: The Topos of the Festive Social Gathering. Recognizing that a festive social gathering is often a high, low or turning point in narrative, this course will examine what Jean Toomer called "the good-time spirit" as manifest in major literature including drama and film. Along with critical writing on literature, we will occupy ourselves with parties and festivities in our lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative and semiological research projects, creative writing and reports. No final exam.

MATERIALS FOR FALL: *The Odyssey* and *Hamlet* (review and presentations by former English 100 and 300 students), *Antony and Cleopatra*, selected *Canterbury Tales*, *Things Fall Apart*, stories by Woolf, Waugh, Carver, Kusenburger, Mansfield, *Love in the Time of Cholera*, *The Great Gatsby*.

MATERIALS FOR WINTER: *Babette's Feast*, *Twelfth Night*, *A Handful of Dust*, *Mrs. Dalloway*, *Beloved*.

MATERIALS FOR SPRING: *Vile Bodies*, *A Year in Provence*, *Brightness Falls*, *Metropolitan*, *House Party I and II*, selected poetry from Horace, the Gawain-poet, Langland, Spenser, Milton and others (Dr. Wilkin)

431-123 (1541) Genre Studies
(1542)
(1543)

Tales From The World House. This course examines literature from around the world, particularly literature from the Pacific Rim, South and Central America, and Central Europe and the Middle East. Students and teacher attempt to understand literary traditions in countries like Japan, Germany, Poland, Brazil, Czechoslovakia, Hungary, Argentina,

El Salvador, Thailand, Israel, South Africa. Authors include Tanizaki, Oz, Durrenmatt, Marquez, Enchi, Endo, Klima, Kundera, Milosz, Mishima, Murakami, Gordimer, Fugard, Manea, Cabezas, Mahfouz, Lo, Chen, Lord. (Mr. Thorn)

All of the following courses may require more than the standard 4 to 5 hours per week of homework.

500-23 (1602) James Joyce
(1603)

The first term is devoted to *Dubliners*, *A Portrait of an Artist*, and *Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses*. The purpose of the course is to develop the skill to read important and difficult works without the aid of study guides or other secondary material beyond the Ellmann and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504-123 (1641) Man and God
(1642)
(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*, O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevski; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

505-2 (1652) The Essential Gesture: A Study of Resistance in Literature and Film

Since the first defiant words and images were scrawled on walls in protest, the alliance between language, image and struggle has been a vital one. This fusion of craft with commitment often extracts a great personal sacrifice. The Twentieth Century provides an extraordinary wealth of literature and film devoted to political struggle. By focusing on the individual in various political settings, this course will examine the nature of the historical context as well as what makes protagonists resist even in the face of certain torture or death while

other characters shun any commitments to others. One evening class devoted to film, three weekly seminar classes. Possible texts: *The Handmaid's Tale*, Atwood; *Burger's Daughter*, Gordimer; *A Flag for Sunrise*, Stone; *Imagining Argentina*, Thorton; Cambridge, Phillips. Possible films: *The Year of Living Dangerously*, Salvador; *A World Apart*, The Conformist, *The Nasty Girl*. (Mr. Bardo)

507-123 (1671) Backgrounds in English
(1672) Literature
(1673)

The seminar studies works of literary influence from the Renaissance to the twentieth century. Students read modern works in the English language as well as the classics that may have influenced those works. Representative texts: Jane Austin, *Pride and Prejudice*; John Milton, *Samson Agonistes*; John Donne, *Songs and Sonnets*; Edmund Spenser, *The Shepheardes Calendar*; James Joyce, *A Portrait of the Artist as a Young Man*; Joan Didion, *The Book of Common Prayer*; Ishmael Reed, *The Free-Lance Pallbearers*; J. D. Salinger, *Catcher in the Rye*; Virginia Woolf, *Mrs. Dalloway*. (Mr. Kalkstein)

509-1 (1691) Shakespeare on the Page
509-3 (1693) and Stage

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts—directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. (Mr. Kalkstein)

510-123 (1701) The Short Novel
(1702)
(1703)

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons between works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kotzwinkle, McGuane, Hong-Kington, Le Carre. (Mr. Pfeffer)

512-123 (1721) Satire and Comedy
(1722)
(1723)

A study of both the theories and practice of satire and comedy, with emphases on the eighteenth century and the modern period. Works by authors like Pope, Swift, Sterne, Ben Jonson, Waugh, and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg, and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks, and Peter Sellers. (Mr. Regan)

513-12 (1731) Novel and Drama Seminar
(1732)

The course concentrates on modern literature since 1880, primarily on selected works of James, Conrad, Woolf, Kafka, Eliot, Nabokov, Faulkner, Borges, Marquez, Tyler, Ibsen, O'Neill, Beckett, Fugard, Shepard, and Pinter. Students study the "world" of each writer and compare it with that of the other authors. They also study films with similar themes by cinematic masters like Fellini, Kurosawa, and Hitchcock. Class periods are devoted to seminar discussions (often led by students) and critiques of free response and analytical writing. Students regularly stage dramatic readings, directed and performed by the class. (Mr. Wise)

514-123 (1741) Creative Writing
(1742)
(1743)

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Cobb, Ms. Ostrow, Mr. Petter)

515-123 (1751) Literature of the Quest
(1752)
(1753)

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course interprets elements of the quest from a variety of perspectives. In the Fall Term readings include the Abraham cycle, *Othello*, Beckett's *Waiting for Godot*, Eliot's *The Waste Land* and poetry by Robert Frost, Julia Alvarez and Thylas Moss. The Winter Term considers the suffering encountered on the way: the gospel of Mark, *King Lear*, *The Great Gatsby*, Wiesel's *Night*, Wilson's *Ma Rainey's Black Bottom* and Flannery O'Connor's *Everything That Rises Must Converge*. The Spring Term questions

the journey's end, reading the Amor and Psyche myth and *Alice in Wonderland*, comparing Jacob and Jesus, interpreting Levi's *The Periodic Table* and the poetry of Margaret Gibson, ending with *Who's Afraid of Virginia Woolf?* (Rev. Zaeder)

516-2 (1762) Playwriting

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama. (Mr. Heelan, Ms. Braverman)

520-123 (1801) Images of Women (1802) (1803)

This course will examine, through the study of literature, (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It will explore works by men and women writers (and directors) and will focus on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forster; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Braverman, Ms. Graham)

527-1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation. (Mr. Wilkin)

528-3 (1883) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students *must* also enroll in Art 44-3. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media including documentaries, novels, photography, and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects. Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

530-123 (1931) Period Studies (1932) (1933)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531-123 (1941) Writers in Depth (1942) (1943)

This seminar offers the opportunity to know distinguished American writers well through reading their short stories and selected novels as well as biographies and critical appraisals. What mattered to these writers? How did their lives affect their writing? What have the critics said about their work? Most important of all, what does their writing mean to us? Frequent short papers and a term project or final examination. For FALL, William Faulkner; WINTER, Ernest Hemingway and Scott Fitzgerald; SPRING, Edith Wharton. Though different in style and in subject matter, each of these writers reflects a concern for what Faulkner called in his Nobel Prize Acceptance Speech "the old universal truths . . . courage and honor and hope and pride and pity and compassion and sacrifice." (Mr. Price)

Other courses related to English are *Theatre 22 (Public Speaking)*, *Art 28 (Contemporary Communications)*, *History 66 (The Renaissance)*, and, in the Study Skills section, *Basic Study Skills*, *Language Skills I and II*.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30-level reached through the regular sequence, or by one trimester of 40-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the Spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet entitled *Foreign Languages at Andover*.

With the exceptions of Italian and Japanese (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Students are advised to take the CEEB Achievement Test (SAT II) in a foreign language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms which reveal the people whose languages are being studied. For information on School Year Abroad and other opportunities to study abroad, students should consult their language instructor or the Director of Foreign Languages. (See page 3)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions there are some aspects which actually make it easier. To learn Chinese is to open a bridge to the Chinese-speaking world.

Mandarin Chinese is the language of instruction. *Pinyin* is the standard Romanization system for all courses. Simplified characters are taught in most courses. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations encountered by learners of Chinese as a foreign language. Students are exposed at the very beginning to the challenging task of learning to read and write the non-alphabetical characters. Students have access to tapes, video cassettes and computer software. Every year opportunities are available for qualified students of Chinese to participate in a six-week study-travel summer exchange program in Harbin, China.

10-0 (4410) Beginning Chinese

Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12-23 (4425) Accelerated Beginning Chinese (T2)

(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

13-3 (4433) Introduction to Chinese

Five prepared class periods. This is a term-contained introductory course for Seniors or those with permission. This course focuses on the development of students' listening and speaking skills in Chinese. While learning daily conversations, students also learn how to write Chinese characters.

10–20 Intensive First- and Second-Level Chinese
(Not offered in 1994–95)

Five prepared class periods. Open to Seniors, and to Uppers with permission. An intensive yearlong course covering the essential material of both *Chinese 10* and *Chinese 20*.

20–0 (4440) Second-Level Chinese

Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and pinyin Romanization are replaced by all-character text.

22–0 (4450) Accelerated Second-Level Chinese

Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to *Chinese 40*.

30–0 (4460) Third-Level Chinese

Four prepared class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40–0 (4470) Fourth-Level Chinese

Four prepared class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as a basis for discussions and compositions. Graded readers and simple originals are used.

51–123 (4481) Stories in Modern Chinese
(4482)
(4483)

Four prepared class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

52–123 Communication in Modern Chinese
(Not offered in 1994–95)

Four prepared class periods. Chinese news broadcasts, films, and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension of and writing reflections upon Chinese in real-life communication. Topics on current events are discussed exclusively in Chinese.

Chinese 51 and Chinese 52 are offered in alternate years. (1994–95 offering: Chinese 51)

French

The French Department offers courses at six different levels from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses which offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the Academy enrolls French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in the Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Foreign Language Office.

10–0 (4010) First Level French

Five prepared class periods. This course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the language laboratory.

12-23 (4025) Accelerated First Level French (T2) (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester of *French 10*. Successful completion of *French 12* allows students to advance to *French 22*. Course material is essentially the same as *French 10* yet covered at a faster rate.

20-0 (4060) Second Level French (formally *French 21*).

Five prepared class periods. For students who have completed *French 10* and for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading non-technical French prose and writing simple compositions.

22-0 (4070) Accelerated Second Level French

Accelerated second level French which covers the grammar of both second and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to move to *French 20*.

THIRD LEVEL COURSES

A two-trimester departmental course is followed by a trimester course which creates a transition to more specialized studies.

30-12 (4094) Intermediate French (T2) (a two-term commitment)

Four prepared class periods. This course develops the language skills of listening, speaking, reading and writing through a variety of methods and materials. Students have a thorough grammar review and use actively the material they study.

Trimester Courses—Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the following six courses could fulfill course objectives for all students, the department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

32-3 (4113) Le Village Français

This course attempts to give the student a better understanding of the French people and their institutions as reflected in the microcosm of a town. Three different towns will be examined in depth from both a historical and current perspective: the provençal towns of Roussillon and Cassis in 1951 and 1973 respectively, and a small town in the Jura, Pleure-par-Chaussin, in 1993. Course materials will come largely from primary sources: original documents, videotapes, newspapers and magazine articles.

34-3 (4133) The Novel

One novel will be examined during the term, with emphasis on vocabulary building, oral expression in class discussion and methods of literary analysis.

36-3 (4143) Film

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37-3 (4153) Journalism

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews, and interviews which they assemble in a French newspaper as their final project.

38-3 (4163) Short Stories

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39-3 (4173) Theatre

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le bal des voleurs*, Anouilh.)

FOURTH LEVEL COURSES

40-123 (4191) French Civilization (4192) (4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles, and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films, and comic strips.

41-1 (4201) The Non-European French World

Four prepared class periods. As an international colonial power France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the francophone civilization of the Antilles (Haiti, Martinique, and Guadeloupe). In addition to geographical, social, and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la rosée*; Aimée Césaire, *La tragédie du roi Christophe*; F. Oyono, *Le vieux nègre et la médaille*.

42-0 (4210) French Literature

Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Étranger*, Camus; *Candide*, Voltaire; *Rhinocéros*, Ionesco. Students successfully completing this course are encouraged to take French 52.

44-1 (4231) Advanced Conversation

Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

45-2 (4242) History of France: The French Revolution

Four prepared class periods. This course will examine the tumultuous period in French History between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on historical events, but their influence on the French art, music and architecture of the time.

46-3 (4253) History of France: Crises and Culture

Four prepared class periods. This course will focus on the history and culture of France from the Revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy, the development as an industrialized nation with the pressures for social reform, and France's grandeur in the world as a colonial power as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51-123 (4261) Advanced Placement Language (4262) (4263)

Five prepared class periods. A course designed to meet the requirements of the Advanced Placement Examination in French Language. Open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

52-0 (4270) Advanced Placement Literature

Five prepared class periods. Open with departmental permission, to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in explication de textes. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: La Fontaine, *Fables*; Racine, *Phèdre*; Molière, *L'Ecole des femmes*; Prévost, *Manon Lescaut*; Flaubert, *Un Coeur simple*; Sartre, *Huis clos*; Duras, *Moderato Cantabile*; poetry of Apollinaire, and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4281) Modern Literature
(4282)
(4283)

Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth-level French or the equivalent. The course studies selected novels and dramas representative of modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

The razing of the Berlin Wall and the reuniting of the two Germanies under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. A major world language whose cultural heritage has enriched western civilization for centuries, German has acquired new immediacy through its predominance in high technology and commerce and its prominence in the realignment of modern Europe. As the sole Germanic language taught at the Academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. An experienced department offers a 5-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement and the Advanced Placement examinations. Videotapes, computerized drills and language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German Speaking "Olympiade" enliven the learning process and create additional opportunities to excel. Students of unusual aptitude and interest are invited into an accelerated sequence. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

10-0 (4300) First-Level German

Five prepared class periods. One assignment per week includes a half-hour small group drill session to increase students' oral proficiency. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Wie geht's*, 4th ed. Sevin Sevin Bean, Holt Rinehart Winston, supplemented by workbook, language lab tapes, video and computer exercises.

12-23 (4315) Accelerated First-Level German (T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester. Successful completion of 12 allows students to advance to 22. Course material is essentially the same as *German 10*, yet covered at a faster rate.

20-0 (4330) Second-Level German

Five prepared class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and simple theme writing. Reading and writing are introduced. Texts: *Wie geht's*, 4th ed. Seven Sevin Bean, Holt Rinehart Winston; selected short stories and tapes.

22-0 (4340) Accelerated Second-Level German

Five prepared class periods. Open to competent students from 12 and to other qualified new students with permission. Successful completion of this course, which covers the essential material of second and third-year German, enables advancement to German 42 or 40. Current texts: *German in Review*, Sparks and Vail; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes. This course may require more than the usual 4 to 5 hours of homework per week.

30-0 (4350) Third Level German

Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks and Vail; selected plays by Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; selected short stories, tapes, poems and video.

40-123 (4371) Fourth Level German (4372) (4373)

Four prepared class periods. A continuation of the reading, writing and speaking skills covered in third year German with an added emphasis on current events and conversation. Among the current events discussed will be the role of national socialism in Germany. Materials currently used; 20th century short fiction, selected periodicals; movies *The White Rose* and *The Nasty Girl*; Scola news broadcasts from Germany.

42-0 (4380) Advanced Placement German Language

Five prepared class periods. This course utilizes more difficult German literary works as a basis for conversation and composition in preparation for the Advanced Placement German Language Test. Selective review of advanced grammar topics is incorporated. Current material: *Das Versprechen*, Dürrenmatt; 20th century short fiction, the periodical *Der Spiegel*; *Lehr- und Übungsbuch der deutschen Grammatik*, Dreyer/Schmitt; *Die verlorene Ehe der Katarina Blum*, Böll (text and movie); Scola news broadcasts from Germany. This course may require more than the usual 4 to 5 hours per week of homework.

50-123 (4391) Fifth-Level German (4392) (4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth-level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht, and Hesse.

Greek

Through the study of Greek the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10*, 20, 30, and 40, though Upper Middlers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10-0 (5010) Greek, First Level

Five prepared class periods. The course introduces the student directly to the Classical Greek of Periclean Athens through a series of readings which present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and

actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors. The text is Balme and Lawall, *Athenaze* (Oxford).

10-20-0 (5020) Greek, First and Second Level, Intensive

Five prepared class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

13-1 (5031) Introduction to Greek
13-3 (5033)

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature which, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

20-0 (5040) Greek Second Level

Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

30-0 (5050) Greek, Third Level: Iliad and Odyssey

Four prepared class periods. Selected books of the *Iliad* and the *Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism, and self-discovery.

40-123 (5061) Greek, Fourth Level:
(5062) History, Tragedy, Lyric
(5063)

Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the Spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

10-20-0 (4400) First and Second Level, Intensive

Open to Seniors. Five class periods. Two additional meetings (30 minutes), to be arranged, will take the place of 30 minutes of homework obligation on those days; these small drill sessions help achieve spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and arias from Italian opera. An Italian movie is read, studied, and seen. After this course students study Italian at college at intermediate and advanced levels.

Japanese

13-3 (4913) Introduction to Japanese

Four prepared class periods. This course is offered to Seniors who are considering studying Japanese in college or who simply want to gain some understanding of the Japanese language and culture. A term-contained introduction to Japanese culture and to speaking, reading, and writing Japanese, using conversational text materials.

10-20-0 (4920) First and Second Level, Intensive

Five prepared class periods. No prior experience with Japanese is expected. Listening comprehension, basic conversational proficiency, and reading and writing the *hiragana* and *katakana* alphabets as well as 200 *kanji* will be emphasized. A variety of resources including audio and video materials will be used, both in and out of class. For Seniors.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature, and culture, relating the Roman experience to that of other cultures, modern as well as ancient whenever possible. In so doing, the Department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who distinguish themselves at the third-year level may be invited to enter an Honors sequence and complete five years of study in four years.

10-0 (5110) Latin, First Level

Five prepared class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and relationships, slavery, travel, sports, life in the big city, entertainment, and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only then by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Supplemental Latin readings include some myth and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and in other traditional societies. The text is Lawall and Tafe, *Ecce Romani*, Books 1-3. (Longman).

10-20-0 (5120) Latin, First and Second Level, Intensive

Five prepared class periods. For Upper Middlers and Seniors. A year-long accelerated introductory course covering all of the essential elements of *Latin 10* and *Latin 20*.

13-1 (5141) Introduction to Latin 13-3 (5143)

Five prepared class periods. Comparable to the first term of *Latin 10*, this one-term course is for students seeking an introduction to the Latin language, or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective to much of what they already know. For students who plan some day to study Russian or German it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

20-0 (5150) Latin, Second Level: Apuleius Ovid,

Five prepared class periods. During the fall and first part of the winter term, the cultural and linguistic reading approach of *Latin 10* is continued, completing the grammar and reading about other aspects of Roman Life in *Ecce Romani*, Book 4 (Longman). Next in the winter, students read an adapted Latin version of The Cupid and Psyche story, with English readings in the Roman novel from which it is taken, *The Golden Ass of Apuleius*. The novel is a fascinating satirical account of a successful upper class male transformed into an ass because of his inappropriate curiosity and compelled to experience the diverse and often unfair life of the Roman empire as an insignificant beast of burden; the Cupid and Psyche myth, mirroring the odyssey of the ass, addresses issues of male and female identity, freedom and dependence, and religious conversion. Finally, in the spring, Latin and English readings of the poet Ovid, along with parallel myths from other ancient and modern cultures, round out the year and the theme of myth as a mirror of human experience.

30-0 (5170) Latin, Third Level: Petronius, Catullus, Vergil

Four prepared class periods. Students begin the fall with a thorough review of Latin language in conjunction with reading selections from latin prose authors. The target reading is Petronius' satire of the outrageously wealthy lavish dinner party of Trimalchio, a fabulously ex-slave. English readings help explore the issues of taste and class difference addressed in Petronius. In the winter, students read the lyric love poetry of Catullus, as

well as in the poetry of other cultures. In the spring, students read Books I and II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods. Supplemental readings include the story of Dido and Aeneas in English translation, of which the original Latin version is read in *Latin 40*.

40-123 (5191) Latin, Fourth Level: Comedy,
(5192) Biography, and Epic
(5193)

Four prepared class periods. In the fall, students read the comedy of Plautus or Terence. Supplemental English reading from other literatures is included. In the winter, students read about the life of Nero or others equally well-known for their remarkable natures. In the spring, students read Book IV of Vergil's *Aeneid*, the story of the conflict between Aeneas' lover for Queen Dido and his obligation to imperial Roman Destiny. Supplemental readings may include Euripides' *Medea* and a biographical sketch of Cleopatra.

50-123 (5201) Latin, Fifth Level: (Honors)
(5202) Advanced Epic, Lyric and Prose
(5203)

Five prepared class periods. Open to all students who have completed *Latin 40* and to exceptional students with departmental permission. This course completes the preparation of students for the AP exam. In the fall, students read the story of Aeneas' journey to the Underworld from Book VI of Vergil's *Aeneid*, examining his literary form and technique, as well as the philosophical and political dimensions of his age. In the winter term, students study the lyric poetry of Horace comparing his artistry with the brilliance of Catullus. In the spring, after a brief review in preparation for the AP, students read selections from the historian Tacitus' gripping study of hopelessness and disillusion in decadent Rome.

Russian

Given the fall of the Iron Curtain, the thaw in East-West relations, and the demise of the Soviet State, communication in Russian and a knowledge of Russian culture are essential. There are more contacts now with Russia and the ex-Soviet Union than ever before. Not only are American business, science and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the lingua franca for all the former soviet republics as well.

As of 1987, Phillips Academy Russian students have enhanced their knowledge of the Russian language and culture through official cultural and educational exchange with the Novosibirsk High School of Mathematics and Science in Siberia, Russia. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Russian high school students study here at Andover.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian Department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills to strengthen grammar skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term of the first year are invited to enter a special accelerated section in the second term. It is the policy of the Department to use Russian exclusively in the classroom.

10-0 (4500) Introduction to Contemporary Russian

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

12-23 (4515) Contemporary Russian
(Honors) (T2)
 (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of

Russian 10. Successful completion of 12 enables students to enter 22. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

13-3 (4523) A Short Course in Beginning Russian

Four prepared class periods. Open to Seniors and Uppers. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

For another course related to Russian history and culture see History 45.

10-20 Intensive Contemporary Russian
(Not offered in 1994-95)

Five prepared class periods. Open to Seniors, and to Uppers with permission. A yearlong accelerated introductory course covering two years in one. Texts: Kostomarov, *Russian for Everybody*; reference materials. This course may require more than the standard 4 to 5 hours per week of homework.

20-0 (4540) Intermediate Contemporary Russian

Five prepared class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; Graded Readers; reference materials.

22-0 (4550) Intermediate Contemporary Russian (Honors)

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified students with departmental permission. Successful completion enables students to advance to fourth-level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

30-0 (4560) Russian Expression: Conversation and Composition

Four prepared class periods. Reading, conversation, and writing. Texts: Pekhlivanova and Lebedeva, *Russian Grammar in Pictures* (Russky Yazyk—Moscow); *Graded Readers*. Reading materials include selections on Russian culture, history,

geography, and civilization. Students use word processors in their composition work.

40-123 (4571) Advanced Russian
(4572) **Composition and Russian**
(4573) **Classical Literature**

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th Century) of Russian literature with selected readings (both adapted and in the original) from such authors as Pushkin, Chekhov, Gogol, Tolstoy, as well as some Soviet writers. Students use word processors in their composition work.

42-0 (4580) Advanced Placement Russian

Five prepared class periods. This course utilizes advanced literary works to prepare students for the college placement Russian Proficiency Tests. Students will progress from adapted texts to original literary materials with primary focus on further grammar development and vocabulary acquisition. One or two of the five weekly meetings will be used exclusively for advanced conversation where students will view video tapes and listen to actual Russian broadcasts to aid them in contemporary spoken Russian. There will be extensive work on texts which will be discussed orally and in compositions. Students use word processors in their composition work. This course may require more than the standard 4 to 5 hours of homework per week. Texts will be selected by the instructor to annually insure their contemporary value.

50-123 (4591) The Russian People, Their
(4592) **Heritage and Literature**
(4593)

Four prepared class periods.

FALL TERM—*Russian Literature*: readings from contemporary and prerevolutionary authors.

WINTER TERM—*Russian Literature of the Soviet Period*: an overview tracing the evolution of Russian literature from the Revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

SPRING TERM—*The Contemporary Russian Scene*: a view of Russian Life and culture as reflected in the media. The text is a subscription to a major Russian newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made "rstand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. The Department offers various programs of study and travel abroad which enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid trimester exchange are two of the possibilities. More information is available through language instructors.

10-0 (4600) Beginning Spanish

Five prepared class periods. A first-year course designed for those who have no more than 1 1/2 years of prior work in Spanish. All class work is conducted in the target language. *Destinos*, a video-based program, serves as the primary text. Students, as viewers, follow a young Mexican-American lawyer who travels to Spain, Argentina, Puerto Rico, and Mexico searching for a lost family member of an aging Mexican patriarch. The unfolding story provides the context for grammar, vocabulary and writing practice. Significant emphasis is also placed on cultural materials. Students complete the first half (lessons 1-26) of the program in their first year.

12-23 (4615) Accelerated First Level Spanish (T2) (a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Spanish 10*. Successful completion of *Spanish 12* enables students to enter *Spanish 22*. *Destinos*, a video-based program serves as the primary text (see above) and is supplemented with reading selections and proficiency oriented exercises.

19-1 (4631) Spanish for the Bilingual

Four prepared class periods. Designed for students with strong oral skills (native or near native) who have not had any formal training in Spanish grammar. A strong emphasis on writing skills (spelling, grammar and composition) is supplemented by

reading selections from periodicals, newspapers and works by Spanish and Latin American writers. This course enables students to enroll in *Spanish 22* or *Spanish 30*, at the discretion of the department.
Prerequisite: Interview with the department Chair.

20-0 (4640) Second-Level Spanish

Five prepared class periods. After a review of the *Destinos* material covered in the first level (lessons 1-26), students complete the program (lessons 27-52). Emphasis is placed on oral practice and control of essential grammar. Writing and reading skills are further developed. Extensive study of cultural materials.

22-0 (4650) Accelerated Second-Level Spanish

Five prepared class periods. Open to students who have completed *Spanish 12* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. The *Destinos* program is used as a video supplement to written course materials. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a 4th level course.

30-0 (4690) Third-Level Spanish

The primary objective of the fall term is to expose students to a challenging and sophisticated literary text, *El coronel no tiene quien le escriba*—(No One Writes To The Colonel) by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary and comprehension exercises based on the novel. During the winter term, a thorough review of grammatical structures is provided in both an oral and written format. Weekly compositions and oral reports on current events, controversial issues and topics of particular interest to the community are supplemented with regularly scheduled sessions at the language laboratory. In the spring, students read *Las bicicletas son para el verano* (Bicycles Are For Summer) a play about the Spanish Civil War by a contemporary Spanish playwright, and perform selected scenes from this work.

ADVANCED COURSES

40-12 (4804) Current Events; Video (T2)
(a two-term commitment)

Four prepared class periods. FALL TERM—*Current Events*: This term the course is designed to expand and refine speaking, reading, and writing skills in Spanish. Students subscribe to the weekly International Edition of *El País*, one of Spain's leading newspapers, or its equivalent. The articles are used as a basis for class discussions, oral presentations and weekly written analysis. At the end of the term, students produce their own newspaper and a newscast on video. WINTER TERM—*Video*: This term the course exposes students to authentic and sophisticated native language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns and on refining writing skills. The course also involves reading, discussing and filming of student presentations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41-12 (4814) Video; Current Events (T2)
(a two-term commitment)

Four prepared class periods. FALL TERM—*Video* (See *Spanish 40-Winter*.) WINTER TERM—*Current Events* (See *Spanish 40-Fall*.)

42-0 (4820) Contemporary Spanish and Spanish-American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré, Fuentes, are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43-3 (4833) Introduction to Spanish Literature

Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme, and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50-12 (4844) Advanced Spanish Language (T2)
(a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition, and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish Language. Emphasis is placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition, and research or "field" projects. Open to students who have completed three terms of fourth-level Spanish and to other qualified students with departmental permission.

52-0 (4850) Advanced Placement Course in Literature

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana María Matute, Unamuno, F. García Lorca, J.L. Borges, García Márquez. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4871) Major Works in Spanish and (4872) Spanish-American Literature (4873)

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also *Latin American Studies (History 49)* listed under History and Social Sciences.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures into courses at every grade level.

To satisfy the diploma requirement, a four-year student must successfully complete six terms of departmental study. *Social Science 10*, a yearlong course required for virtually all 9th graders, meets three times a week and counts as two terms. For these students, and for most students entering Phillips Academy after the 9th grade year, three terms of United States History (*History 30–T2* and *History 31*) and a fourth term of 40-level social science or 40-level international survey complete the department's requirement during the 11th and 12th grades.

A student may, however, satisfy the final term of the requirement in ways other than a 40-level course: (1) by taking *History 34–0* or *History 54–123*, the yearlong AP survey in Modern European History, or *History 55–123*, a yearlong survey in Ancient History; (2) for students assigned to *History 29–0* by the HQT, by completing *History 31*; or (3) in rare instances, by taking a 50-level Survey or a 60-level Seminar. IF a student has received prior permission from the department chair.

For one-year international students the diploma requirement is completion of three trimesters of United States History, usually starting with *History 32*, if so placed by the Department. For other international students, the diploma requirement in history is four trimesters (three of U. S. History and one of a 40-level); these students may also be placed in 32 for the first term.

Exceptional 10th graders have two options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34–0*, the yearlong course in Modern European history; or (2) they may take *United States History* (*History 30–T2* and *31*) starting in the fall term.

The History Qualifying Test (HQT) is given to Lower and certain Juniors during spring term and to all new Uppers, Seniors, post-graduates, international students, and some new Lower (plus a handful of Juniors wanting to qualify for immediate admission into *History 34* or *History 30*) during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30–T2* and *31*) in September of their Upper year. Uppers may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following September). All these students are reminded that they may elect the final term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the U. S. History sequence by taking *History 29–0* and then complete the diploma requirement by taking *History 31* the following fall. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the final term of the requirement. (4) Lastly, for students interested in taking *History 30* or *History 34* beginning in the fall term of the tenth grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the diploma requirement.

In all cases, individual placement is made by the Department Chair.

Washington Intern Program

The Department co-sponsors, with the Phillips Exeter Academy History Department, a special Spring Trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30–31*, and for Uppers in *History 30*. The program is restricted to a certain number of Andover students and Exeter students, competitively selected, for work as interns in the offices of Senators and Representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 30–31* and are interested in pursuing

work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy and Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies.

REQUIRED 9TH GRADE COURSE INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Three class periods a week. For Juniors, who are expected to complete *Social Science 10* before taking other courses in the department. (Exceptional Juniors wanting to qualify for immediate admission to *History 34*, or *History 30*, instead of *Social Science 10* may attempt to do so by taking the HQT described above.) In this course students will work on learning the skills and concepts vital to the study of the later, more advanced courses in this field.

SS10-0 (2100) The Human Experience

Although not a survey course which emphasizes coverage, this course samples the human experience from prehistoric times into the 20th Century. It is divided into units on "People and the Natural Environment" (including hunter-gatherer societies in the modern age) and "People and Society" (including ancient Greece, China, and Mali, industrialization in 19th Century Britain, and the Russian Revolution). To give students a multidimensional appreciation—using geography, history, anthropology, and literature—of the rich variety of world cultures is a primary objective. The course will enhance students' ability to listen, think, read primary documents and secondary materials, organize outline notes, write coherent essays, speak effectively, use common library tools, and become familiar with concepts and terminology (like "democracy," "socialism," and "hunter-gatherer") basic to the study of history and social science.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. For Lower and Uppers. Together these courses comprise a survey of the modern world from the 15th to the 20th century. In each term, the focus will be on developments in both western and non-western worlds.

26-1 (2261) The Early Modern World

An interregional perspective on the period 1400-1800. This course will examine the philosophical foundations as well as the economic, political, and social characteristics of the following regions: East Asia, Middle East, South Asia, Europe, and Central Africa. Throughout the course special emphasis will be placed on the inter-relationships among these regions.

27-2 (2272) The World in the Nineteenth Century

An international perspective on the period from 1800 to 1914. This course will focus on the concepts of liberalism, culturalism, nationalism, and imperialism as they characterize the inter-relationships among the following regions: East Asia, Americas, Europe, Africa, Middle East, South Asia.

28-3 (2283) The World in the Twentieth Century

An international perspective on the period 1914 to the present. This course will emphasize the surge of nationalism throughout the world; rise of totalitarian societies; search for peace; and the emergence of a global economy.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

29-0 (2290) United States History

Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30-T2*; there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially in their writing.

Completion of *History 29-0*, together with *History 31* in the senior year, finishes the diploma requirement.

30-12 (2304) The United States (T2)

30-23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors, and (30-12 only) exceptional Lower. This course, along with *History 31* and an elective at the 40-level, completes the department's diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through the Civil War; the acquisition of skills by daily exercises in reading, note-taking, and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first

term continue, but the variety of readings and writings and the complexity of the materials increase.

31-1 (2311) The United States
31-3 (2313)

Four prepared class periods. For Uppers (31-3 only) and Seniors. Students must take *History 31* in the term immediately following their completion of *History 29* or *History 30*. The focus is on the United States, during and after World War II. **Prerequisite:** successful completion of *History 30-T2* or *History 29-0*. For students who opt to write a lengthy research paper as part of this course, the course *cannot* be made up by passing an examination if the research paper receives a failing grade; instead, the paper will need to be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Achievement Test should check with their teacher, since extensive review is required.

32-12 (2321) United States History for
(2322) International Students

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-T2*. The course emphasizes language skills important to the study of American history and the subject matter focuses on the founding of the republic, constitution building and how the American government works, the westward movement, the Civil War, and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the 30/31 sequence in the winter or spring term, if the students wish to be candidates for the diploma.

SURVEY OF MODERN
EUROPEAN HISTORY

34-0 (2340) Modern European History

Four prepared class periods. This course is open to exceptional Lower and Juniors (*via* HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of

United States history (*History 30-31*) and *Social Science 10* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the Winter Term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the Spring Term, the course covers topics in 20th century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate.

ELECTIVES: 40-LEVEL SURVEYS IN
INTERNATIONAL SOCIAL SCIENCE AND
NON-WESTERN HISTORY

Any of these 40-level courses counts as the final term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

SS41-1 (2411) Introduction to Economics
SS41-2 (2412)

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the economies of the U.S. and the world, and are introduced to basic theoretical tools which help them analyze important economic issues. Classes consist primarily of discussions, although there will also be some role-playing exercises, computer simulations, debates, guest speakers, films, and student reports on their term projects. Students completing this course may take the AP examination in Economics.

SS42-3 (2423) Urban Studies Institute

Seniors and qualified Uppers may elect, for half of their spring course program, to participate in a ten-week exploration of the American city, including field work six hours each week. Students ordinarily satisfy afternoon requirements through the Institute, and receive two credits. By special arrangement and extra work, these credits may be counted "advanced."

Lawrence, Massachusetts, its history and its present shape, its people and their special problems and opportunities, is the focus of the Urban Studies Institute, but the context is drawn through investigation of broad historical, social, and economic issues which affect most of urban America. Lawrence has always been an immigrant city, and two-thirds of Lawrence's public school students are now of Hispanic background. In addition to their academic course work, students explore a central aspect of urban life by serving as tutors in an intensive English language training program for a group of these Lawrence children; the tutoring program, which will be designed by Institute students and staff, uses dramatization and one-to-one tutoring to strengthen the immigrant students' oral and literary skills. Knowledge of Spanish is useful, but not essential.

All students take a core course introducing developmental psychology, ethnic studies, urban history, and contemporary urban issues in such a way as to inform and support the fieldwork project. Students meet periodically in evening seminars with outside speakers.

Seven to nine Phillips Academy students will be selected by interview and special application. Seven to nine students from college preparatory courses in Lawrence High School will be selected in the same way. Apply to Susan M. Lloyd by December 1. Uppers who are USI participants in the spring will take *History 31* during the fall of their senior year. (Mrs. Lloyd, and visiting lecturers)

SS43-2 (2432) **Comparative Government**

SS43-3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, the nations of the former Soviet Union, China, France, Mexico, and Nigeria. In studying these nations, students will examine the political implications of different types of economic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture, and ideology in the political process; the relationships between states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44-1 (2441) **International Relations**

44-3 (2443)

This course will introduce the student to international relations by investigating American and non-American perspectives of the world and the study of central concepts of the discipline such as power, influence, war, conflict, and revolution. Additionally the course will examine areas of conflict in Asia, Africa, Central America, and the Middle East, and will analyze the attempts to resolve those clashes. Primary sources, journals, periodicals, and texts will be used. (Mr. Gurry, Fr. Hall)

45-123 (2451) **The Russian Experience**

(2452)

(2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature, and culture from medieval times to the present. In the Fall Term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in Revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union and the forces shaping the newly independent republics over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Babel, Mandelstam, and Solzhenitsyn. (Mr. Richards)

See also Russian 13 in the Foreign Language section.

46–123 (2461) Asia: China, Japan, and India
(2462) or Southeast Asia
(2363)

Four prepared class periods. Following a three week introduction to traditional Chinese philosophies/religions (Confucianism, Daoism, Legalism) and developing political institutions, this course will, during FALL TERM, concentrate on *Modern China*. In analyzing the events from 1800 to the present students will study autobiographical and literary sources as well as primary documents. These sources should provide a “Chinese” view of the impact of imperialism, the rise of Communism, the Cultural Revolution, and the 1989 democracy movement.

WINTER TERM: Emphasis will be *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified, and economically effective society. This course—through an examination of the evolution from traditional to modern Japanese society—will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events, and developments since 1800. Readings are from historical texts, contemporary Japanese sources, anthropological studies, and literature.

The Spring Term course offerings will alternate between *Modern Southeast Asia* and *Modern India*.

SPRING TERM 1995: The focus will be *Modern Southeast Asia*. One objective of this course will be to explore the diversity of this region. Students will study the strong influences coming from both China and India as well as the powerful spread of Islam long before the year 1000. Most of the term, however, will focus on the evolution of this region since 1800 with a greater emphasis on the Indochinese peninsula: Viet Nam, Cambodia, Laos. (Ms. Wood)

SPRING TERM 1996: The focus will be on *Modern India*. A study of the basic beliefs of Hinduism and Islam will accompany a chronological survey of the years up to the nineteenth century. India’s struggle for independence from Great Britain and her current international position constitute important emphases. Literature and primary sources will be used to enhance the textual sources.

47–23 (2472) Africa and the World
(2473)

This course focuses on the long history of African civilizations and the contemporary issues facing the new nations of Africa. The political and economic development of these countries, and their relations in the world arena today, are examined. The course is taught as a seminar with group discussions twice a week. Each student does research and prepares a paper on an individual country. Readings include analysis of the issues African nations confront, novels by African authors, and speeches and articles by African leaders.

48–1 (2481) The Middle East

Four prepared class periods. The Middle East is the ancient site of a large portion of the world’s culture, the birthplace of three world religions, and crossroads of three continents. This century oil, anti-colonialism, Cold War rivalry, the State of Israel, the pressures of modernization upon a variety of traditions, and heavy armaments in a volatile region have kept the Middle East in the headlines. This course traces the region’s history from the Arab awakening to the present. (Mr. Drench)

49–123 (2491) Latin American Studies
(2492)
(2493)

Four prepared class periods. This course surveys Latin American civilization, seen through its history, literature, and culture from pre-Columbian times to the present. FALL TERM focuses on the Mayan, Aztec, and Inca civilizations, the Spanish Conquest, and the development of present day institutions and cultural patterns in the Iberian Colonial period. WINTER TERM examines Latin America’s independence from Spain and Portugal, the republican experiment, the role of the military, the Church, the Oligarchy, and the function of class, sex, and race in Latin American societies. In the SPRING TERM, the subject is political movements and revolutions of the 20th century, including the Mexican, the Cuban, and Sandinista Revolutions. US-Latin American relations are an important component of the course in this term.

Each term can be taken independently, but students should consider taking all three terms since the course as a whole develops themes prevalent in Latin American history—in particular, the struggle against dictatorship, economic and social divisions, imperialism, and population growth. Films, and literary works of writers such as García Márquez, Fuentes, Asturias, and Neruda, will be used to understand how Latin Americans view their own reality. (Mr. Bachman)

ELECTIVES: 50-LEVEL SURVEYS

The following 50-level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50-level survey together with or prior to satisfying the final term of the diploma requirement at the 40-level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30-31*, satisfies the department's diploma requirement.

54-123 (2541) Modern European History
(2542)
(2543)

This course is virtually identical to *History 34-0*, except for occasional classes coordinated with Art, English, Music, and Theatre teachers. It is also different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55-123 (2551) Ancient History
(2552)
(2553)

Four prepared class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The Fall Term survey of Greek History, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The Winter Term covers the period from the beginning of Rome until its transition from Republic to Empire, the Spring Term the Roman Empire until its transition to the Medieval Period. (Mr. Krumpe)

ELECTIVES: 60-LEVEL SEMINARS

These 60-level electives are *seminars* for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students.

Prerequisite: either (1) prior or concurrent completion of the 4-term diploma requirement; or (2) permission from the department chair.

SS61-3 (2613) Issues in Economics

Prerequisite: Successful completion of *Social Science 41*. This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of economic development. After examining the works of Adam Smith, John Stuart Mill, Karl Marx, Alfred Marshall, and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over the budget, tax reform, import restriction, supply-side economics, central economic planning, labor organization, national industrial policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination.

SS62-2 (2622) American Race Relations

This seminar focuses upon the myth of the "Melting Pot" and examines the forces which have made race a continuing theme in politics, economics, and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination, and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races which constitute the population of the United States. An updated examination of the 1968 Kerner Commission findings will also be included and each student will be required to complete a research project examining such topics as interracial marriages/dating/adoptions, the "glass ceiling" in corporate America, Affirmative Action, "Reverse Discrimination," racism in advertising and the media, plus racial issues peculiar to Phillips Academy and other such institutions. Students will also be required to write a critical analysis of a teacher-approved book dealing with race relations. In addition, students will be required

to write responses to several teacher selected news items, monographs, and current events. There is no final exam. Readings are updated yearly but might include: Melvin Steinfield, *Cracks In The Melting Pot*; Ronald Takaki, *From Different Shores: Racism in America: Opposing Viewpoints* series; Studs Terkel, *How Blacks and Whites Think and Feel About The American Obsession*; John Hope Franklin, *The Color Line*; *Legacy For The Twenty-First Century*. (Mr. Rogers)

**SS64-2 (2642) Masculine/Feminine/Human:
Issues in Gender Relations**

This seminar explores the experience of being male or female—how and why we differ and what those differences mean. Using materials from history, the social sciences, and literature, students will study male-female relations, ideas of “masculine” and “feminine,” and the division of power and opportunity between the sexes. We shall explore the way these dimensions of gender are different in various parts of the world. This will serve as background to a close examination of gender in modern America. The course will include discussions, films, guest speakers, and papers. (Ms. Dalton, Mr. Rotundo)

**SS65 Nuclear Power and Weapons—
Proliferation and Response
(Not offered in 1994–95)**

66-2 (2662) The Renaissance

Three prepared class hours plus one two-hour studio. An interdisciplinary course open to seniors, exploring the history and culture of the European Renaissance. Emphasis will be on the manner in which economic and social developments converged in Italy to stimulate a synthesis of classical and then-modern cultures, a synthesis that took on fresh shape wherever in Europe it rooted itself. In addition to reading and listening assignments in history, music and literature, students will be introduced at appropriate levels of skill to the arts that every educated Renaissance youth was expected to master: perspective drawing, the making of music, and the writing of verse, for example. There will be periodic slide lectures tracing the history of Renaissance painting, sculpture and architecture, and the gathering revolution in scientific thought. All students will complete a 15 page research paper on a topic of their own choosing. There will be no final exam. Minimum enrollment: 22 students (Mrs. Lloyd, Mr. Wilkin)

**67 (2673) Victorian England: England
in an Age of Expansion**

This seminar is devoted to a study of the major transitions and developments of nineteenth century Britain. It is divided into three central components: economic and social developments; political movements; and international relations. Since Victorian literature more directly reflects the life and thought of the times than that of any other period of English history, the course includes an examination of those writers whose works were influential in either adapting or describing English minds and institutions. These writers include Hardy, Dickens, and Marx. A term paper is expected; there is no final examination.

68-2 (2682) The Courts and Individual

68-3 (2683) Liberty and Equality Under Law

This seminar focuses on the often conflicting rights of individuals and the interests of society as confronted by the courts in the years 1937–1993. Cases studied include: The role of the courts and the establishment of judicial standards in cases of speech, press, and religion; search and seizure; those accused of crimes; students; and equal protection in voting, education, employment, and housing regardless of race, class, or gender. In the past few years the seminar has given particular attention to the issues of privacy and affirmative action. The seminar uses the case method with readings from Kutler's *Supreme Court and the Constitution* and a book of excerpts from briefs of cases before the Supreme Court prepared by Gilbert and Lyons. The basic classroom procedures are Socratic dialogue and roundtable discussion. The course concludes with each student's participation as justice, lawyer, or clerk in a moot court on a case argued before but not yet decided by the US Supreme Court (in 1989 the case was *Webster v Human Reproductive Services*—[abortion]; in 1993, *Church of Lukumi Babalu Aye v Hialeah*—[Religious Freedom and Animal Sacrifice]). (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering the calculus. Placement of new students in the appropriate first course is made by the department considering the record in previous schools, the results of a self-administered diagnostic test in elementary algebra which is sent to newly admitted students in the Spring, and the course program chosen by the entering student.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for Algebra Review, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2* in the Winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1*, *34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills are weak, then *Mathematics 25-12* may be required before *Mathematics 34* and *Mathematics 35*.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

The standard sequence of mathematics electives starts with *Mathematics 36* (trigonometry) and goes through the five-term calculus sequence of *Mathematics 53* and *Mathematics 54*. Some students might also include *Mathematics 48* and/or *Mathematics 41* in their "normal" sequences; others might do the Honors sequence and others might do only the *Mathematics 51-52* calculus sequence.

Every student enrolled in *Mathematics 22* or higher must have a **graphing calculator**. The Mathematics Department uses the Texas Instruments (TI-82) extensively in class and suggests very strongly that students purchase the TI-82 graphing calculator, not another brand or model. The department does not recommend the TI-85. Students may purchase

TI-82 calculators at retail stores or, by check or cash, from the Phillips Academy Mathematics Department. In order to reduce expenses for short term users of this technology, the Mathematics Department is prepared to buy back at an appropriate price any graphing calculator it sells to a student. The purchase price for scholarship students is less than for others.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

10-0 (3100) Elementary Algebra

Five prepared class periods. A year-long course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** None.

15-12 (3154) Elementary Algebra (T2) (a two-term commitment)

Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19-1 (3191) Algebra Review

Five prepared class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21-1 (3211) Geometry

21-2 (3212)

21-3 (3213)

Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra and good algebraic skills.

Graphing Calculators are required in all mathematics courses numbered 22 or higher.

22-1 (3221) Geometry

22-2 (3222)

22-3 (3223)

Five prepared class periods. This course continues the work of *Mathematics 21*, with increased emphasis on the algebraic/numerical aspects of geometry.

Prerequisite: *Mathematics 21*.

25-12 (3254) Algebra Consolidation (T2)
(a two-term commitment)

Five prepared class periods. A two term course for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra, and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the Spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-2* enter *Mathematics 32-3* in the Spring.

31-0 (3310) Geometry and Precalculus

Five prepared class periods. A yearlong course for extremely able entering students who have completed with distinction an *Intermediate Algebra* course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36-1*. **Prerequisite:** Credit for one year of elementary algebra and one year of intermediate algebra.

32-1 (3321) Intermediate Algebra

32-2 (3322)

32-3 (3323)

Five prepared class periods. For returning students this course is taken after *Mathematics 22-Geometry*. Topics in intermediate algebra, including sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations and word problems. **Prerequisite:** *Mathematics 22*, or its equivalent.

34-1 (3341) Precalculus

34-2 (3342)

34-3 (3343)

Five class periods, four prepared and one unprepared. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphasis of the course is upon functions and their graphs, on the composition of functions and their applications.

Prerequisite: *Mathematics 32*, or its equivalent.

35-1 (3351) Precalculus

35-2 (3352)

35-3 (3353)

Five class periods, four prepared and one unprepared. A continuation of the study of functions, including polynomial, exponential, and logarithmic functions. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 34* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirements must complete Mathematics 39-12 (T2) or Mathematics 40-1 or a term of calculus.

39-12 (3394) Elementary Functions I and II (T2)

(a two-term commitment)

Five prepared class periods. A course for entering Seniors who need to satisfy the diploma requirement in mathematics. The course includes a review of the fundamentals of algebra, analytic geometry of lines and circles and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The Winter Term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. Each student must have a graphing calculator.

Prerequisite: Credit for three years of high school mathematics.

40-1 (3401) Elementary Functions II

Five prepared class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Mathematics 39-12*. The course is comparable to the Winter Term of *Mathematics 39-2* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics or permission of the Department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

Graphing Calculators are required in all elective courses in mathematics.

36-1 (3361) Precalculus-Trigonometry**36-2 (3362)****36-3 (3363)**

Five class periods, four prepared and one unprepared. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or the calculus. Occasionally, superior students, who complete *Mathematics 34-3* with distinction, do *Mathematics 36* on their own during the summer preceding their enrollment in *Mathematics 35-1* in order to qualify for *Mathematics 53* in the winter. Such students must take an examination in *Mathematics 36*. **Prerequisite:** *Mathematics 35*, or its equivalent.

Mathematics 41, 42, 47 and *48* are non-calculus electives which may be taken either before beginning a calculus course or as alternatives to the calculus. Of these four courses, *Mathematics 48* is the natural extension of the *Mathematics 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Mathematics 41, 42* and *47* are courses in non-continuous, discrete mathematics, an area of growing importance which is quite different from the precalculus/calculus sequence.

41-1 (3411) Probability**41-2 (3412)****41-3 (3413)**

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there is no model. **Prerequisite:** *Mathematics 35* or its equivalent.

42-3 (3423) Statistics and Data Analysis

Four prepared class periods. An introductory statistics course using real world data. Students will do polls and collect data, learn how to present data in charts and graphs and how to compare data. The course asks three basic questions: How do you collect reliable data? What does the data say? What can you predict from that data? Students will work in groups on projects. The course will rely upon the statistical package on the TI-82 and on the computer programs available in the Computer Center. **Prerequisite:** *Mathematics 36* or its equivalent.

47-3 (3473) Discrete Mathematics

Four prepared class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world including combinatorics, sets, mathematical logic, recursion, graphs and networks. **Prerequisite:** *Mathematics 36* or its equivalent.

48-1 (3481) Analytic Geometry**48-3 (3483)**

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of 3-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 36* or its equivalent.

50-23 (3505) Advanced Mathematics (T2)

(a two-term commitment)

Four prepared periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. Topics include analytic geometry, complex numbers, sequences, series, iteration and an introduction to the calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves and lengths of curves. **Prerequisite:** *Mathematics 36, Mathematics 40* or an equivalent course in trigonometry and elementary functions.

51-1 (3511) Calculus

Five prepared class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination or derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 36* OR precalculus courses which include functions and trigonometry OR *Mathematics 50*.

52–23 (3525) Calculus (T2)
(a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51*. Topics covered include the definite integral, the Fundamental Theorem of the Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus.

Prerequisite: *Mathematics 53–23* completed with a grade of 2 or 3 OR *Mathematics 51*.

53–23 (3535) BC Calculus (I) (T2)
(a two-term commitment)

Four prepared class periods. This is the beginning of the five-term calculus course recommended for students who are **well prepared** in their pre-calculus. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, The Chain Rule, related rates, The Mean Value Theorem, applications of integrals and The Fundamental Theorem of the Calculus. (Students who have received a grade of 2 in *Mathematics 34, 35* or *36* may not enroll in *Mathematics 53*. Those with a grade of 3 in any of the pre-calculus courses are encouraged to strengthen their background by taking *Mathematics 48* before doing *Mathematics 50* or *51*.)

Prerequisite: *Mathematics 36* or its equivalent.

54–1 (3541) BC Calculus (II)

Five prepared class periods. This course continues the work of *Mathematics 53–3* in preparation for the BC Calculus Examination. Topics covered include further application of the integral calculus, volumes and arc length. **Prerequisite:** *Mathematics 53–23* with a grade of 3 or (preferably) better OR *Mathematics 52–23* completed with a grade of 4 or (preferably) better. (Those completing *Mathematics 53* with a grade of 2 or 3 may enroll in *Mathematics 52–23*.)

54–23 (3545) BC Calculus (II) (T2)
(a two-term commitment)

Five prepared class periods. A continuation of *Mathematics 54–1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations.

Prerequisite: *Mathematics 54–1* or its equivalent.

55–0 (3550) Honors BC Calculus

Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the Fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. In order to qualify for this course returning students must take and do well on a special pre-calculus entrance examination given the previous spring term. In September, all students initially admitted to the course will have to pass another pre-calculus examination in order to continue in this very fast moving Honors course.

Prerequisite: *Mathematics 36* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

63–123 (3631) Honors Mathematics Seminar
(3632)
(3633)

Each term's seminar will be devoted to one topic which will be developed in depth. The term's topic will be announced the previous term and might be: Numerical Methods and Approximations; Non-linear Dynamical Systems—Instability, Chaos and Fractals; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** *Mathematics 54–1*, three terms of calculus, or departmental permission.

65–1 (3651) Linear Algebra

Four prepared class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian eliminations, vector spaces and eigenvectors. Each student is expected to have a calculator which does matrix operations. The TI-82, among others, has this capacity. **Prerequisite:** *Mathematics 54*, or *Mathematics 55* or departmental permission.

65–23 (3655) Calculus of Vector Functions (T2)
(a two-term commitment)

Four prepared class periods. A continuation of *Mathematics 65–1* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. **Prerequisite:** *Mathematics 65–1*.

COMPUTER COURSES

The Mathematics Department teaches introductory and advanced computer science courses and supports some more advanced independent study. Most of the computer science teaching takes place in Morse Hall which houses 15 Mac SE and 16 IBM personal computers besides those in the PA Computer Center.

20 **Competence (LOGO)** (Not offered in 1994–95)

Four prepared class periods. A one-term course in *programming* in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word processing, and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

30-1 (3861) **Beginning Computer (Pascal)** 30-2 (3862) 30-3 (3863)

Four prepared class periods. An introduction to the Pascal language. The course focuses on problem solving techniques in structured programming. Students will be expected to write programs of moderate length using the program development system. This course qualifies a student for *Computer 40* or *Computer 50*. **Prerequisite:** *Mathematics 22 (Geometry)* and some degree of abstract organizational ability.

40-1 (3901) **Topics in Computer Science** 40-3 (3903)

Four prepared class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. Artificial intelligence and LISP, object-oriented programming and Small-talk, compiler instruction and C represent some of the possible topics and languages. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 30* or permission of the department.

50-1 (3951) **Computer Science**

Five prepared class periods. The first term of a yearlong course in algorithms and data structures using primarily the Pascal language. The emphasis will be on programming methodology and some standard algorithms. The curriculum will be guided by the course description of the College Board AB Advanced Placement Examination in Computer Science. This course may require more than the standard 4 to 5 hours per week of homework. **Prerequisite:** *Computer 30* or permission of the department.

50-23 (3955) **Computer Science (T2)** (a two-term commitment)

Five prepared class periods. Continuation of *Computer 50-1*. The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** *Computer 50-1*.

Music

All entering students must take a Music Placement Test to determine at what level they should enter the Music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 20* or *Music 21*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 25*. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in Music History and/or Theory will enter the curriculum by taking either *Music 41* or *Music 43*.

Starting with the Class of 1996, approximately half of entering Juniors will satisfy their diploma requirement in Music by taking *Music 21*: a yearlong, 3-hour per week, in-depth version of *Music 20*. Members of the Junior class who do not take *Music 21* will satisfy their requirement in one of two ways. Many of these students will take *Music 20* during the Lower Middle year and then complete their diploma requirement by taking either an ensemble for credit (*Music 14-18*), or any course higher than *Music 21*. Students who by-pass *Music 20* as a result of their performance on the Music Placement Test will satisfy their diploma requirement by taking two courses higher than *Music 21*. In most cases, one of these courses will be either *Music 41* or *Music 43*, depending on areas of strength and weakness on the Placement Test.

Starting with the class of 1996, entering Lowers must take a total of three trimesters of Art and Music, with at least one course in each area. Subject to their performance on the Music Placement Test, most will take *Music 20*. Students who take *Music 20* and who then elect to take a second Music course to fulfill the diploma requirement in Art and Music will take either an ensemble for credit (*Music 14-18*) or any course higher than *Music 21*. Entering Lowers who, as a result of their performance on the Music Placement Test, by-pass *Music 20* will take one music course higher than *Music 21*. In most cases, this course will be either *Music 41* or *Music 43*, depending upon areas of strength and weakness on the Music Placement Test. If such a student decides to take a second music course to fulfill the third term of the requirement in Art & Music, then she/he may do so by taking any course higher than *Music 21*.

Entering Upper Middlers must take a trimester

course in either Music (20-level or above) or Art at the Academy. Entering Seniors should take one trimester of either Music (20-level or above), Art, or Theatre.

Students may take any course below the 20-level at any time and, if they desire, repeatedly during their PA careers. *Music 20*, or exemption on the basis of performance on the Music Placement Test, is a prerequisite for all upper level electives.

APPLIED MUSIC

Courses in this section may be taken any time in a student's career.

14-123 (6141) African Drumming Ensemble (6142) (6143)

Pass/Fail. Two double periods. Open to all students regardless of whether or not they have previous experience in music. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture, and teaches improvisational and ensemble skills. The school owns 20 African drums which allow for as many as 30 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. (Mr. Thomas)

15-123 (6151) Fidelio Society (6152) (6153)

Pass/Fail. Three prepared periods. Open to all classes. This small group of mixed voices is selected from the *Chorus* (*Music 17*). It performs on numerous occasions throughout the year both on *Chorus* programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon good standing in the *Chorus*. This course, if failed, cannot be made up by examination. (Ms. Lloyd)

16-123 (6161) Band (6162) (6163)

Two double periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed. It includes marches

as well as classical, popular, and show music. Much sight reading is done, and at least one public concert per term is given. This course, if failed, cannot be made up by examination. (Mr. Monaco)

17-123 (6171) Chorus
(6172)
(6173)

Two double periods. Open to all qualified students. The *Chorus* is the Academy's major singing group, comprised of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral experience is necessary; just a desire to work hard and enjoy a unique choral experience. This course, if failed, cannot be made up by examination. (Ms. Skelton, Mr. Walter)

18-123 (6181) Chamber Orchestra
(6182)
(6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination. (Mr. Thomas)

19-123 (6191) Private Instrument and
(6192) **Voice Lessons**
(6193)

Two prepared class meetings per week, plus required attendance at three on-campus concerts per term. One class meeting each week is a 30 or 45-minute instrumental lesson. The other weekly class meeting is a theory seminar which reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), carillon, and voice.

Music 19 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: this work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress be accomplished in minimal time, *Music 19* credit students are expected to practice one hour every day.

There is a charge of \$28 per 30-minute lesson, \$37 per 45-minute lesson and \$48 per 60-minute lesson. Keyboard players are assessed a charge of \$20 per term for their use of practice pianos and organs. The Academy owns many other instruments

which may be rented for \$20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. **N.B.** A *Music 19* credit student who is classified (by the music department) as a beginner **MUST** take *Music 19* for two consecutive trimesters. *Music 19*, if failed, cannot be made up by examination.

DIPLOMA REQUIREMENT COURSES

The following three courses contribute toward satisfying the diploma requirement in Music. Performance on the Music Placement Test determines with which course a student should enter the Music curriculum.

20-1 (6201) The Nature of Music
20-2 (6202)
20-3 (6203)

Six prepared class periods. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary which comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

21-0 (6210) The Nature of Music for Juniors
Three prepared class periods. Open to Juniors only. This course presents all of the material contained in *Music 20* and, in addition, it surveys the history of music. No previous experience in music is required.

25-1 (6251) Survey of World Art Music
25-2 (6252)
25-3 (6253)

Five prepared class periods. A one-term survey of the history of the world's art music. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition.

Prerequisite: *Music 20*, or a by-pass of *Music 20* on the basis of performance on the Music Placement Test.

INTERMEDIATE ELECTIVES IN MUSIC APPRECIATION

Each of the following upper-level courses requires *Music 20*, or a by-pass of *Music 20* as result of performance on the Music Placement Test, as a prerequisite.

31-2 (6312) Jazz 31-3 (6313)

Four prepared class periods. Open to Upper Middlers and Seniors. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats. (Mr. Thomas)

33-1 (6331) Survey of World Popular Music 33-2 (6332)

Four prepared class periods. A one-term survey of the history of the world's popular music. Following a brief overview, the course explores hymnody, the evolution of Jazz from the popular music of the 40's, Rock and Roll, and European Industrial Rock. Along the way, the course examines music from Africa, South America, the Caribbean, Mexico, the Pacific Islands, and the Far East. (Mr. Thomas)

36-2 (6362) Electronic Music 36-3 (6363)

Four prepared class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, stereo and 4-track tape recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrete* and other sound collages using synthesizers. Space limitations in the Electronic Music Studio require that the course be limited to 9 students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of \$20 is charged for the use of the equipment. **N.B.:** This course does not focus on popular music. *Music 36*, if failed, cannot be made up by examination. (Mr. Monaco)

37-2 (6372) Advanced Electronic Music 37-3 (6373)

Four prepared class periods. This course continues to develop the skills and techniques introduced in *Music 36*. A \$20 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 36*. **N.B.** *Music 37*, if failed, cannot be made up by examination. (Mr. Monaco)

38-3 (6383) Words and Music

Four prepared class periods. This course examines works of art in which words and music cooperate. Literature studied includes poetry and novels such as Thomas Mann's *Doctor Faustus* and Milan Kundera's *Book of Laughter and Forgetting* which owe a large debt to music. The music studied owes a debt to literature: opera—Verdi's *Otello*—art songs, folk songs, rock music, and musical theatre. Students do some expository writing, as well as some creative writing inspired by listening to 19th and 20th century program music. If interest, talent, and time permit, students join forces to create an entirely original text and musical setting. **N.B.** *Music 38* counts as a "course in which (Seniors) do some writing in the English language." (Dr. Warsaw)

ADVANCED ELECTIVES IN MUSIC APPRECIATION

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

41-2 (6412) Survey of Western Music 41-3 (6413) History

Four prepared class periods. This two-term survey of the history of Western Art Music is a traditional music appreciation course. In the Winter Term the Medieval, Baroque, and Classical Periods are studied. In the Spring Term the Renaissance, 19th, and 20th Century Periods are studied. Homework and classwork feature listening to music in an attempt to understand the varied ways in which composers have made use of the four elements of music. Discussions focus upon how the choices composers have made constitute what we call "style." (Mr. Walter)

43-1 (6431) Introduction to Theory and Composition

Four prepared class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part chorale writing, harmonic progression, and style period analysis. Ear training skills are developed through dictation and sight-singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer ear training and music processing programs. During the term, students compose several original compositions including the final project of a Menuet in the classical style. (May not be offered in 1995-96) (Dr. Warsaw)

44-2 (6442) Intermediate Theory and Composition

Four prepared class periods. Continuing from where *Music 43* leaves off, this course examines dominant seventh chords, leading tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training, sight-singing, and dictation begins to prepare students for the AP Exam in the spring. During the term, students compose two major original works: a set of variations in the classical style; and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 43* or permission of instructor. (May not be offered in 1995-96) (Dr. Warsaw)

45-3 (6453) Advanced Theory and Composition

Four prepared class periods. Completing the theory sequence, the focus for this term is on preparation for the Advanced Placement Exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of Music Theory study. Material covered includes modulation, secondary dominants, serialism and other 20th Century compositional techniques, American popular song, Blues, and Jazz. Students compose two major works: a 12-tone composition; and a Sesame Street song in one of the popular styles studied. **Prerequisite:** *Music 44* or permission of instructor. (May not be offered in 1995-96) (Dr. Warsaw)

50-123 (6501) Chamber Music Seminar
(6502)
(6503)

Four prepared class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. Classwork consists of sight-reading, performing, coaching, and discussing chamber works. Homework consists of individual practice and group rehearsal. Students are expected to be advanced instrumentalists, and they will generally have taken at least one 40-level course. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** Permission of the department. If failed, this course cannot be made up by examination. (Dr. Warsaw)

Other Courses

HUMAN ISSUES

(9613) **Self and Community**

A five hour, pass/fail course for Lowers and Uppers meeting four times per week with one double period. This course is designed to stimulate awareness and growth in personal integrity and well-being and in good human relationships as essential parts of happiness. Special attention will be given to racism, sexism and other destructive patterns of human behavior. Using readings, film, class discussions and experiential exercises, participants will explore the meaning of self-realization, friendship and community in living the good life.

STUDY SKILLS

(9502) **Basic Study Skills**
(9503)

Four class periods. This course is designed to help students build effective study skills through understanding more about the learning process. Class discussion focuses on the problems of motivation, concentration and retention. Exercises are designed to work on improvement in each of those areas

and to develop proficiency in planning study time, in developing accurate yet flexible reading comprehension, in taking notes and marking books, and in preparing for exams. This course may be taken for at most one term. Permission of the instructor is required.

(9521) **Language Skills I**

(9522)

(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor is required.

(9533) **Language Skills II**

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the Spring Term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

(9541) **English as a Second Language**

(9542)

(9543)

Four class periods. This course is for those International students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course. Permission of the instructor is required.

Philosophy and Religious Studies

The Department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process. **Hence failed courses usually cannot be made up by examination alone.**

The department diploma requirement is successful completion of any one-semester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class periods.

20-3 (7203) **The Biblical World View:
An Introduction**

Four prepared class periods. Open to Juniors and Lower Middlers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the *Bible* (Old Testament), then read selected passages of Biblical narrative and reflection which introduce persons and principles central to the Biblical view of the world, its inhabitants, and its Creator.

21-1 (7211) **Introduction to Ethics:**

21-2 (7212)

21-3 (7213)

Rooted in personal and literary stories, this discussion course seeks to help students develop a common vocabulary in which to understand and critically examine their moral experience. Students will be introduced to the ideas of several classical moral philosophers (Socrates, Aristotle, Kant, Mill) who have sought to assist generations of human beings to achieve the good life.

24-2 (7242) Religious Discoverers
(Not offered in 1993-94.)

Four prepared class periods. Open to Juniors and Lower Middlers. The experiences of a handful of individuals have exerted an extraordinary influence on the life of the world. These individuals can be called religious discoverers, each of whom has forged a vision of how life should be lived, that persons, communities and whole cultures have found compelling for a thousand years or more. We will examine how the lives of Jesus, Moses, and Buddha have provided exemplary models for living for the religious traditions they represent. We will also examine the life of a modern woman or man who could be considered a religious discoverer.

30-1 (7301) Eastern Religions: An
30-2 (7302) Introduction
30-3 (7303)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. This course provides a brief introduction to four of the world's major religions: Hinduism, Buddhism, Taoism and Confucianism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions.

31-1 (7311) Religions of the Book: Judaism,
31-3 (7313) Christianity, and Islam

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. The aim of this course is to introduce the students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both objective and empathetic, we will introduce the origins and history of each tradition, and explore the variety of its contemporary expressions. By looking at the lives and writings of representative personalities we will become acquainted with the fundamental structures of belief and meaning that shaped their lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, we will learn something about the character of every religious path, and about the questions to which we all seek answers. Since other courses in our current offerings focus on the founders and scriptures of Judaism and Christianity, the emphasis in this course will be on medieval, modern, and contemporary manifestations of these faiths.

33 The New Testament
Perspective
(Not offered in 1994-95)

Four prepared class periods. Open to Juniors and Lower Middlers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community and the religious claims of that community concerning the Christ.

36 Proof and Persuasion
(Not offered in 1994-95)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth"? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, newspapers and on television.

41-1 (7411) Views of Human Nature

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These may include *Walden Two* by B. F. Skinner, *On Human Nature* by E. O. Wilson and *The Politics of Experience* by R. D. Laing.

42-2 (7422) Post-Biblical Jewish Thought:
Responses to the Holocaust

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. An exploration of the holocaust through diaries, memoirs, works of fiction, poetry, and later reflections on the phenomenon.

Questions to be dealt with will include: what was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event?

- 43-1 (7431) **Law and Morality**
 43-2 (7432)
 43-3 (7433)

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the Instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King, Jr.

- 44-3 (7443) **Nonviolence in Theory and Practice**

Four prepared class periods. Open to Upper Middlers, Seniors and Lower Middlers with permission of the instructor. The militarily most destructive century in human history, our twentieth century, has also been one in which such men as Gandhi and Martin Luther King, Jr., have successfully applied nonviolence to conflict situations. What is the theory of this approach to human conflict? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, including recent events in the Philippines and Eastern Europe, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King.

- 45-1 (7451) **In Search of Meaning**
 45-3 (7453)

Four prepared class periods. Open to Upper Middlers and Seniors and to Lower Middlers with permission of instructor. The reflective person is confronted with questions that hunger to be answered yet elude definitive answers. In this course we will explore topics such as creation, death, evil, identity and purpose through literature and personal reflection. Readings vary each term but may include *Man's Search for Meaning*, *Equus*, *The Plague*, *Angels in America*, *Holy the Firm, Beloved*, and others.

- 46-1 (7461) **Bioethics: Medicine**
 46-2 (7462)

Four prepared class periods. Open to Upper Middlers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy.

- 47-3 (7473) **Bioethics: The Environment**

Four prepared class periods. Open to Upper Middlers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Have we any obligations to rivers and mountains and birds of the air? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to environmental issues and its role in setting public policy.

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

- 50-2 (7502) **Existentialism**

Four prepared class periods. Open to Upper Middlers and Seniors. The term "existentialism" covers a broad range of attitudes and values that are joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women

in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings may include: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit and Being and Nothingness*; Soren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

51-2 (7512) In Search of Justice:

51-3 (7513) from Socrates to Marx

Four prepared class periods. Open to Upper Middlers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with Plato, Aristotle, Bentham, Mill, Marx and others, so that they will be better equipped to make their own contribution to the never ending search for justice.

52-3 (7523) Great Philosophers

Four prepared class periods. Open to Upper Middlers and Seniors. The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of thinkers such as: Plato, Descartes, Hume and Whitehead.

53-2 (7532) Advanced Studies in Religion

Four prepared class periods. Open to Upper Middlers and Seniors with no prerequisite, this seminar will explore the powerful, complex and fascinating phenomenon of religion from perspectives which will vary from term to term. Topics may include: Self, Society and Religion; Critical Issues in Modern Religion, Religion in America; Death and the Afterlife.

Physical Education

All three and four year students are required to complete PE 10 by the end of the Lower year.

10-1 (9201) Physical Education

10-2 (9202)

10-3 (9203)

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course integrates health and fitness concepts with self-testing and challenge activities. Classes use the running track, fitness center, ropes course and other areas of the athletic complex. Students learn the drown-proofing survival technique. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term.

Psychology

The Psychology Department offers two elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration.

32-1 (7021) **Introductory Psychology**

32-2 (7022)

32-3 (7023)

One double period and two prepared class periods; for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person, psychosocial, cognitive, moral and early childhood development, human motivation and personality, abnormal behavior and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning.

33-3 (7033) **Developmental Psychology**

One double period and two prepared class periods; for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, and a term paper. (Dr. Aloviseti)

Science

The diploma requirement in science for members of the Class of 1995 is one yearlong course and an additional three terms. For all others the requirement is two yearlong science courses. Four-year students are reminded of the academic guideline for a year (yearlong course or three terms) of science beyond the two year requirement. Students should consider taking achievements after year-long courses in biology, chemistry, or physics.

A strong academic background will include some experience in biology, chemistry, and physics. The order in which these sciences are studied will vary with a student's degree of mathematical sophistication, previous science courses, and interest. Each department offers advanced courses for students who wish to add depth to their science studies, and focused term-contained courses which are not advanced to allow students to explore and discover an interest in biology, chemistry or physics outside the traditional introductory syllabus.

The science division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can only be so guaranteed by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The Biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science. Most Juniors should enroll in *Biology 25*; however, Juniors with a strong science background and good reading skills should enroll in *Biology 30*, Uppers and Seniors who did not receive an honor grade in *Biology 30* or *Chemistry 30*, or *Chemistry 25* and wish to prepare for the Biology Advanced Placement Exam should take *Biology 55-0*. If they received a final honor grade in *Biology 30* or *Chemistry 30* they may not enroll in *Biology 55-0*. Students who have done honor work in *Biology 30* and/or a yearlong chemistry course may prepare for the A.P. Exam by taking three sequential one-term courses, *Biology 56*, *Biology 57*, and *Biology 58*.

25-0 (8120) Introduction to Biology

Five prepared class periods each week, of which two will be in the laboratory. This course is intended primarily for Juniors; however, Lower Middlers with little previous experience in science may enroll. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles but also with the methods and techniques used to elucidate them. Attention is paid to the processes by which scientific evidence is gathered, interpreted, and summarized. (This course is not open to Seniors.)

30-0 (8130) College Biology

Three prepared class periods and one double laboratory period each week. This is a survey course for those students with previous exposure to some of the basic principles of science. It stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism (including nutrition, gas exchange, materials transport, excretion, and homeostasis), responsiveness and coordination, reproduction and development, genetics, evolution and ecology. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. Juniors who take *Biology 30* should be enrolled in *Mathematics 19* or above and have very strong reading skills. The syllabus of this course is appropriate preparation for the biology SAT II test.

41-1 (8211) Ecology

41-2 (8212)

41-3 (8213)

Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will examine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics, and food supply. A project or short paper will be required.

42-1 (8221) Animal Behavior

42-3 (8223)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science. The course is designed to familiarize the student with the basic principles of animal social behavior. The topics which receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

45-2 (8232) Microbiology

Four prepared class periods. Open to Uppers and Seniors who have had one year of laboratory science. This lecture course will examine public health threats posed by selected microorganisms. From AIDS and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to Third World development. We will study the biology and epidemiology of these microorganisms and how to keep ourselves healthy, leading to an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide an important focus for the course.

55-0 (8250) Advanced Placement Biology

(Formerly *Biology 52-12*)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry or permission of the Department Chair. Four class periods and one double laboratory period. This course is open to Uppers and Seniors who wish to prepare for the Advanced Placement Examination in Biology. This is a rigorous survey course which treats the topics covered in *College Biology* in greater depth and places greater emphasis on chemistry. This course

is not open to those who received a final grade of 5 or 6 in *Biology 30* or *Chemistry 25* (or above) nor is this course open to those who have completed *Biology 56, 57, or Biology 58*. This course may require more than the standard 4 to 5 hours per week of homework.

56-1 (8261) Molecular Biology (AP)
(Formerly *Biology 53*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Four prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions which are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Not open to those who have had *Biology 55* (or *Biology 52*). This course may require more than the standard 4 to 5 hours of homework per week.

57-2 (8272) Human Physiology (AP)
(Formerly *Biology 54*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. Not open to those who have had *Biology 55* (or *Biology 52*). This course may require more than the standard 4 to 5 hours of homework per week.

58-3 (8283) Evolution and Ecology (AP)
(Formerly *Biology 51*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Four class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, succession, and relation-

ships between populations. Problems of societal concern such as pollution, population growth, and environmental ethics will be discussed. Other topics will include plant physiology and genetics. A short library research paper will be required. Not open to those who have had *Biology 55* (or *Biology 52*). This course may require more than the standard 4 to 5 hours of homework per week.

60-2 (8292) Biology-Chemistry Laboratory
60-3 (8293)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three or four double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Chemistry

25-0 (8420) Introduction to Chemistry

Five class periods per week. Co-requisite registration in *Mathematics 19* or above. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, acid-base theories, electro-chemistry, and the chemistry of the organic compounds. Emphasis is placed on developing problem solving as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask their questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Achievement Test. Honors work adequately prepares a student for *Chemistry 58*.

30-0 (8430) College Chemistry

Five class periods. Co-requisite: registration in at least *Mathematics 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electro-chemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem solving and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

36-1 (8461) Chemistry of the Environment

36-3 (8463)

Four prepared class periods. Open to Seniors, Uppers, and Lower. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components.

44-2 (8522) Chemistry of Nutrition

44-3 (8523)

Prerequisite: One year of biology, chemistry, or physics. Four prepared periods per week. This course will study carbohydrates, fats, proteins, vitamins, and minerals, with respect to their chemical structure role in the human body, and occurrence in food. As well, the connection between diet and disease will be examined. What is the nature of the relationship between fat and cancer, and fat and heart disease? What is the data underlying the fiber hypothesis, and the protective role of antioxidant vitamins? Other topics such as sports nutrition, energy balance, and food additives will also be addressed. A short research paper on some topic of interest will be required as well as a final exam.

55-0 (8570) Advanced Placement Chemistry

Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Mathematics 35*, and either have not taken any previous chemistry, or who do not qualify for *Chemistry 58*. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth, and prepares students for the Advanced Placement Examination in Chemistry. Laboratory work is an integral part of the course. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

58-12 (8584) Advanced Placement Chemistry (T2)

(a two-term commitment)
(formerly *Chemistry 52*)

Prerequisite: An honor grade in *Chemistry 25* or a grade of 4 or above in *Chemistry 30*. Four recitation periods and one double laboratory period. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is also appropriate preparation for the College Board Achievement Test.

60-2 (8292) **Biology-Chemistry Laboratory**
 60-3 (8293)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

61-3 (8593) **Organic Chemistry**
 (Formerly Chemistry 51)

Prerequisite: Completion of either *Chemistry 55* or *Chemistry 58*. Three recitation sessions and one double laboratory period weekly. This course introduces many of the basic reactions and concepts that students will encounter in their future studies of chemistry, biology or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, an understanding of general principals of reactivity and mechanism is emphasized. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard 4 to 5 hours per week of homework.

Physics

25-0 (8720) **Introduction to Physics**

Five class periods. **Co-requisite:** Registration in at least *Mathematics 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism, and modern physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

30-0 (8730) **College Physics**

Five class periods. **Co-requisite:** registration in at least *Mathematics 34*. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

32-1 (8751) **Classical Mechanics**

This course covers the same material as the first trimester of *Physics 30-0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 30*.

34-1 (8771) **Cosmology**

34-2 (8772)

Four prepared class periods. **Prerequisite:** Prior completion of, or concurrent enrollment in, one chemistry or physics course, and registration in at least *Mathematics 34*. Cosmology is the study of the structure and origin of the universe. Topics include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extraterrestrial life and the possible fate of the universe. Students will be responsible for individual research on recent cosmological topics.

35-1 (8781) **Physical Geology**

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure,

deformation of strata, faults, and plate tectonics. Some attention to disasters of geological origin, e.g. earthquakes, tidal waves, and eruptions. Some of the periods will be used for laboratory work.

36-3 (8793) Introduction to Observational Astronomy

Four class periods **Prerequisite:** Previous completion of, or concurrent enrollment in *Mathematics 32* or the equivalent. This course emphasizes how we can use astronomical observations to learn about the solar system and the universe. Students will become familiar with the use of the observatories in Evans Hall. Class time will sometimes be replaced with evening observing sessions.

42-3 (8813) Electronics

Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and completion of *Mathematics 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

44-2 (8822) Geology of the Solar System

Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 34*. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

55-0 (8870) Advanced Placement Physics

Five prepared class periods. Open to talented students who will be enrolled in at least *Mathematics 54*, and either have not taken any previous physics, or have taken a previous physics course, but do not qualify for *Physics 58*. If you are interested in this course, you may sign up for it with your academic advisor in the spring or you may request it on your course registration form. The department chairperson will then review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C-level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electricity and magnetism. This course may require more than the standard 4 to 5 hours of homework per week.

58-12 (8884) Advanced Placement Physics (T2)
(a two-term commitment)
(Formerly *Physics 52*)

Five class periods. **Prerequisite:** An honor grade in *Physics 30* or its equivalent and enrollment in at least *Mathematics 54* or its equivalent. This is a rigorous course in mechanics (Fall term) and electricity and magnetism (Winter term). Calculus will be used as required. This course prepares candidates for the C-level Advanced Placement Examination in Physics and entrance to honor level programs in physics at the university level. This course may require more than the standard 4 to 5 hours of homework per week.

60-3 (8893) Relativity and Quantum Mechanics

Prerequisites: Completion of *Physics 58* or concurrent enrollment in *Physics 55*; enrollment in at least *Mathematics 54*. Four prepared class periods. Relativity and Quantum Mechanics are two theories that completely revolutionized man's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course.

65-2 (8902) Physics Seminar

Four class periods. **Prerequisite:** Completion of *Mathematics 54* and of the fall trimester of *Physics 55* or *Physics 58*. The focus of this course is Intermediate Mechanics. Topics will vary according to the interests of the instructor and the students.

Theatre and Dance

All courses are electives, open to the various classes as noted. Courses in theatre are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work in productions. A variety of experiences is available: some courses result in performance; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

21-1 (6521) Introduction to Acting 21-3 (6523)

Four class periods. Open to all classes. This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting, while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

22-1 (6531) Public Speaking 22-2 (6532) 22-3 (6533)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics. A section for those whose first language is not English will be taught when enrollments warrant.

26-123 (6561) Technical Theatre (6562) (6563)

The course is offered all three terms with a different emphasis each term. In the fall we will focus on light design; in the winter, set design; in the spring, costumes. Basic questions of how to bring about the visual world of a script are investigated in each medium. Drafting, engineering and rendering skills are taught and exercised. The class will consist of lecture/discussion and lab practicum sessions. As an introductory level offering, students will deal with learning to analyze a script, discover the materials and effects available to the designer, and

how to communicate constructable designs to a director or shop foreman. A course project will include a complete design of the particular element for a play to be determined by the student and instructor. (Students will be required to purchase art supplies).

33-1 (6631) Theatre Theory and History 33-3 (6633)

Four class periods. Open to Seniors and Uppers. Lowers may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus creating new forms to communicate with their audiences. The vehicles for our lecture discussion based journey might include: plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg, and Miller; and designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia, and Melzeiner; and theorists such as Aristotle, Stanislavski, Brecht, Beck, and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to re-establish the vitality of theatre for our culture today.

36-2 (6662) Introduction to Directing.

Four class periods. **Prerequisite:** *Theatre 21* or *Theatre 26*. Directing plays is the most complex of theatrical tasks; as such, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle and strategies to harness them. While no class on directing can function without including the discussion with actors, this class will only touch on this area and defer to *Theatre 51* for development.

51-1 (6711) Advanced Acting and Directing Workshop

Two single periods. **Prerequisite:** *Theatre 21* or *Theatre 36*. This course investigates tools to create a character on stage, both for the actor and the director. We will learn to analyze a character and to unlock the tool box of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

52-123 (6721) Play Production
(6722)
(6723)

Four double periods. By audition. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *For Colored Girls Who Have Considered Suicide when the Rainbow Is Enough*, *Candide*, *Hedda Gabler*, and *Hamlet*. This course is divided into two sections: PERFORMANCE (by audition only) which uses the rehearsal and production of a play as its work. TECHNICAL (by interview only) which uses the performance section as its course work. *Play Production* may be taken as a sixth course only if the student has an average of 4 or higher and no grade below a 4 the previous trimester. Students must be enrolled in *Play Production* in order to participate in any major role. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

53-3 (6733) Shakespeare Workshop

Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics, and interpretation. Students read aloud, act, memorize, and perform scenes and soliloquies.

See also *Playwriting* (English 516).

25-3 (6802) Introduction to Dance
(6803)

Two single class periods and one double period. How have dancers, both classical and contemporary, utilized form, movement and style to transport their audience? Through the study of groundbreaking artists the class will explore this question. Two-week segments will alternate between ballet and modern choreographers—reading, viewing and then dancing in the style of the artists. The class will meet in lecture/discussion format twice a week and in a practicum for the third meeting; these sessions will alternate between demonstration one week and presentation by students (exhibiting their understanding of each dance style) the next. Students in this course are encouraged, but not required, to take *Ballet* or *Modern Dance* concurrently as a sport. No previous or current experience in dance is needed for the course. (Ms. Brecher, Ms. Sheil)





ANDOVER



Phillips Academy

Andover, Massachusetts 01810-4166

(508) 749-4050

Phillips Academy admits students of any sex, race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

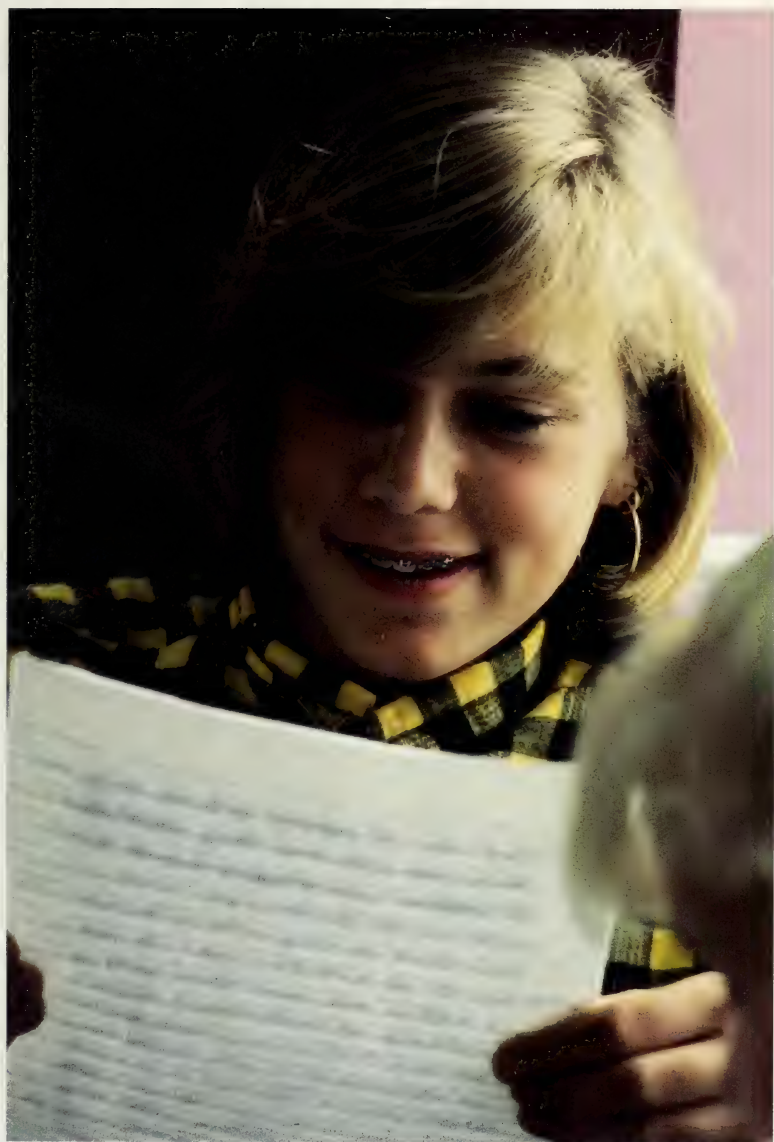
The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

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ANDOVER

1994-95

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GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase

Many people search all their lives for a sense of community in the places they live or work. People, both students and faculty, who live and work at Phillips Academy have found that place. John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 217 year history creates the kind of continuity that is, indeed, rare in American secondary schools—or in institutions of any kind. We invite you to experience this heritage as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter," and with the motto "Non Sibi," which means "not for one's self." These ideals have created a shared culture of respect for others and service to others that has endured for two centuries. Today, a \$6.2 million financial aid budget helps make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together on the common ground of their academic excellence and commitment to others, even as they celebrate their diversity and strive for individual achievement.

The quality of Andover's academic and residential programs resides in the range and depth of course offerings and in the personal and professional strength of the faculty. Andover is able to offer academic courses that are not available in most other secondary schools, such as Chinese, Organic Chemistry, Technical Theater, Architecture and Molecular Biology. Similarly, the breadth and depth of offerings outside of the classroom is vast, and the resources unmatched, allowing students the opportunity to participate in world-class math competitions, perform plays and musicals under the direction of Broadway professionals, interview the President of the United States for the school newspaper or manage an FM radio station, to cite just a few examples.

In all of these activities, students are guided by faculty members who are extremely talented and productive in their fields of expertise. They are playwrights, scientists, mathematicians, economists, musicians and authors gifted at delivering knowledge and skill to their students. They are also devoted to the sort of teaching that goes on "after the bell," when faculty and students from vastly different backgrounds go through the experience of living and working together.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, others may come to know the school only through this catalog and an interview with an alumni or alumnae representative, but all of you will become, for a little bit of time at least, an important part of the school and its long tradition.

Welcome.



STATEMENT OF PURPOSE

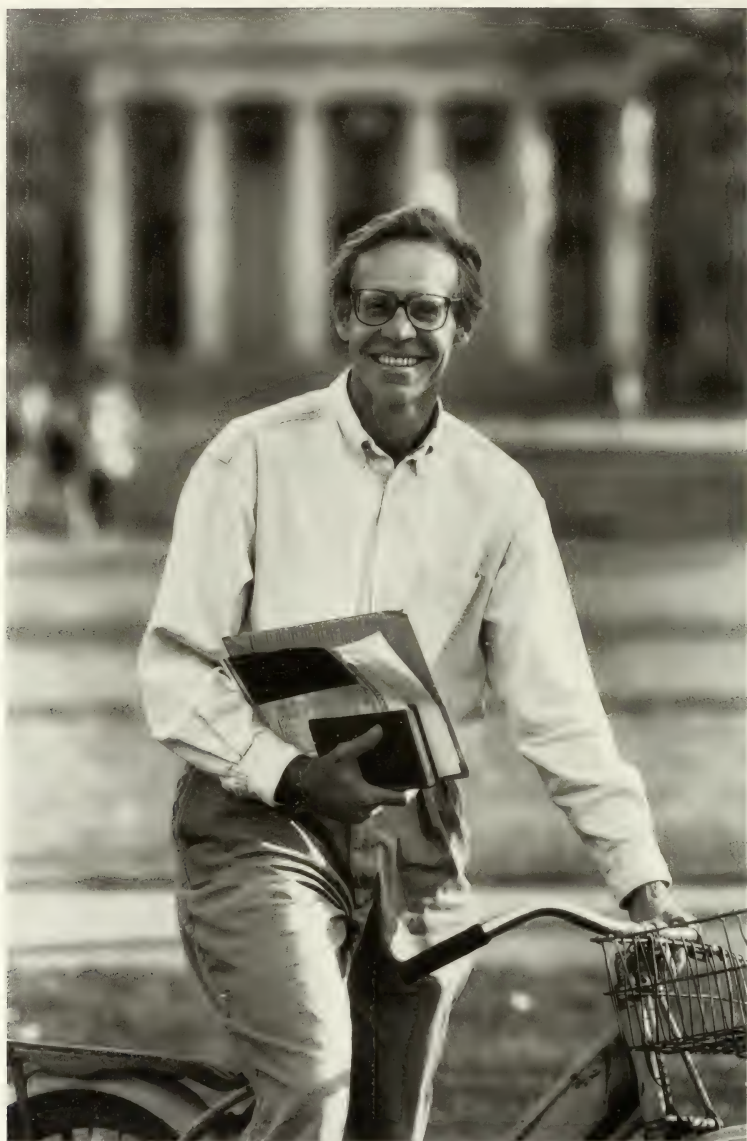
Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

*This revised version of the
Statement of Purpose,
voted by the faculty in the
spring of 1988, reaffirms
the academy's goals set
forth in the Constitution
of 1778.*



INTRODUCTION TO ANDOVER



by Jean St. Pierre

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning. In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed, establishing a "public free school or Academy" that would be committed to educating "Youth from every quarter" and would be the nation's oldest incorporated boarding school. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before that dream could be handed on to willing hearts. In 1828, Samuel Farrar, a close friend of Mme. Phillips and treasurer/trustee of Phillips Academy, together with other Phillips Academy trustees, met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1828, as Abbot Female Academy, one of the first schools in New England to be founded for young women alone.

Each of these schools in the years that followed remained faithful to the commitment made in their constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' "bargain" was realized anew. In June of that year, Phillips Academy and Abbot Academy, two of New England's and the nation's oldest schools, merged and created a distinctive coeducational institution that combined the best of both traditions.

Committed still to the education of mind and heart, Andover today includes 1,180 students, equal numbers of young men and young women, from across the globe. The dream of educating "Youth from every quarter" continues to thrive. "Finis origine pendet," the academy seal affirms. The end does indeed depend upon the beginning.

AN OVERVIEW

Phillips Academy, known as "Andover," is located on a hilltop in the town of Andover, Massachusetts, which is twenty-one miles north of Boston and Cambridge, and less than an hour's ride from some of the loveliest beaches and mountains in New England. The school's campus has 500 acres of land and more than 160 buildings, including a 125 acre bird sanctuary, a library with more than 100,000 volumes, and two extraordinary museums, the Addison Gallery of American Art and the Robert S. Peabody Archaeology Museum. The school has an endowment of more than \$250 million (as of 6/94) for support of academic programs, faculty compensation, student scholarships and tuition, and maintenance of the campus. Among the school's resources are 624 dormitory rooms, seventy-two classrooms, an astronomical observatory, a licensed FM radio station, five extensive science laboratories, twenty art and music studios, a state-of-the-art theater complex, three gymnasiums, two swimming pools, eighteen playing fields, twenty-five tennis courts, two dance studios, an all-weather track and a covered hockey rink.

Approximately 1,180 young men (fifty percent) and women (fifty percent) attend Andover during the school year. About one-fifth of these students are day students from Andover and nearby towns; the others come from all across the United States and from thirty-nine foreign countries. One-quarter of our students are young men and women of color, and among the student population are people with a wide variety of religious, political and cultural affiliations. Approximately 40 percent of our students receive financial aid.

Andover students are divided into four classes: seniors, upper middlers, lower middlers and juniors—our traditional terms for twelfth, eleventh, tenth and ninth graders.

Andover's 188 full-time and forty-eight part-time faculty members hold, among them, 165 Ph.D.s and master's degrees. These educators are professional scientists, mathematicians, historians, theologians, writers, artists, poets and musicians who have received numerous awards for their accomplishments within their disciplines as well as for their outstanding work in the classroom. Given their credentials, most of the faculty could be teaching at colleges. However, they have chosen to teach at Andover, a place where they can have an impact "after the bell." Faculty members are students' house counselors, coaches and advisors, which is why teaching at Andover occurs 24 hours a day.

ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource



for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways.

The museum's holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Jackson Pollock, Frank Stella (PA '54), Andrew Wyeth and many others.

The Addison makes available to Andover's students and to the public this extraordinary collection. During a typically busy month at the gallery, American history classes studied the Addison's exhibition *The American City* with its masterworks, which included Sloan's *Sunday*, *Women Drying Their Hair*, Childe Hassam's *Fifth Avenue and 53rd Street* and Hopper's *Manhattan Bridge Loop*. Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava and Hollis Frampton (PA '53), among others. Children from elementary schools in Lawrence came to the museum to see exhibitions of art and photography and to meet the exhibiting artists. Andover's art students used the Addison's interactive videodisc of Eadweard Muybridge's motion-study photography. Hundreds of visitors were delighted to view an exhibition of more than ninety works by Winslow Homer. The Addison's exhibition and education programs serve the school, the community and scholars worldwide.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building, which consists of the original 1930 structure and an addition of 30,000 square feet completed in 1988, contains the academy's main collection of over 100,000 volumes. The library subscribes to 260 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection in microform. The stacks are open. The Oliver Wendell Holmes Library, like libraries everywhere, is in the midst of a technological revolution that will provide more information from more places to more people more rapidly than ever before. Currently, the library has in place a fully automated catalog ("OWL"), access to the Internet global computer network and more than 780 subject-oriented data bases, some of them full text. The Holmes is, indeed, a library without walls.

The library is primarily a teaching library. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve information rapidly and simply in all formats. Additionally, the faculty at Andover is active in many fields of research, and the library supports their work.

The library is home to more than 200 years of Phillips Academy archives and several special collections. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

The building, open more than eighty-five hours each week, contains seminar rooms, faculty research carrels, a faculty reading room and a number of classrooms.

THE COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the sanctuary, as does the academy's Search and Rescue program.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Since its founding in 1901 through the bequest of Robert Singleton Peabody (PA 1857), the museum has been an important center for archaeological education. In making his gift, Peabody expressed his desire to bring to students "as clearly as possible, and in the most pleasant way . . . the knowledge that such a science as Archaeology exists." As a passionate amateur archaeologist with a lifelong interest in Native-American culture, Peabody also wanted to foster respect and appreciation for the native people who inhabited this continent for more than 12,000 years.

During its first seventy-five years, the Peabody played a key role in the development of American archaeology. Recently, the museum has re-emphasized its primary role as a teaching museum. Its collections include more than 500,000 artifacts ranging from Paleo-Indian to contemporary and representing nearly every tribe in North America.

The museum's programs and exhibits serve several goals: to allow for the study and preservation of the record of Native-American cultures, to involve Native-American people as full partners in this work, to teach the discipline of archaeology and to teach an appreciation and respect for human cultural diversity. All of this helps to prepare students to live in a multicultural, global community.

An unparalleled resource for Phillips Academy and the community, the Robert S. Peabody Museum is a repository of information where American history stretches back at least 12,000 years, a laboratory where science is demonstrated and conducted and an educational center where ideas of community, culture and craft are being explored.

PHILLIPS ACADEMY COMPUTING FACILITIES

The Computer Center, located in the lower level of the Oliver Wendell Holmes Library, contains two computer classrooms and a computer laboratory filled with more than seventy computers and printers (including Macintosh, IBM and Apple IIe computers and various laser-quality and impact printers). The center is open to students for their individual work, and faculty frequently use the computer classrooms for lessons and demonstrations in nearly all academic subjects. Two satellite labs, located in Morse Hall and Evans Hall, contain Macintosh and IBM computers. They are used as computer classrooms during the day and are open for students during busy times of the term. The computer labs are an evolving hub of electronic technology, constantly being updated with new equipment. Recent additions include scanners, CD-ROM players, a videodisc player and video learning station. The computing department regularly schedules free training sessions on all computers for faculty, staff and students and also offers to students an optional discount computer purchase plan. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc., as a Macintosh Reference Site and as a Solutions '91 School.



Jack Red Cloud wearing the silver Peace Medal given to his father by President Ulysses S. Grant, 1871, photographed by Warren K. Moorehead, Pine Ridge Agency, South Dakota 1909. From the R. S. Peabody Museum of Archaeology.



THE ACADEMIC EXPERIENCE



by Susan McCaslin

THE CURRICULUM

Fulfillment of the school's diploma requirements and academic guidelines provides a rigorous program of study that is both broad and well-balanced among the arts, humanities and sciences. Andover's extensive elective courses beyond the diploma-requirement level enable a student to choose areas of interest and to pursue them in depth—whether it is researching recombinant DNA, reading Gabriel García Márquez or Aristophanes in the original, writing a play, studying fractals or taking a seminar in existentialism or Images of Women or American Race Relations. Andover's relatively

large size enables it to offer students breadth and depth. In every department, courses are offered beyond the college entrance level.

Another benefit of Andover's size is the academy's ability to offer a variety of entry-level courses in all departments in order to respond more sensitively to a student's incoming level of preparation. One may begin, for example, at any level of math any term. Most languages offer regular and accelerated sequences, as do all yearlong laboratory courses in biology, chemistry and physics. In areas such as math, science and languages, where knowledge is cumulative, this flexibility permits students to move at a pace that makes the best educational sense for them and so to gain a firm foundation for future achievement in these areas.

Requirements for a diploma vary according to the level at which a student enters the curriculum and are described fully in the Andover *Course of Study* booklet. The focus of the curriculum in the lower two years is to provide broad exposure to a variety of disciplines, with an emphasis on building skills in each area. As students progress into the upper two years, they are presented with increasing elective choice so that they may fashion a largely individualized program in the senior year.

The Andover curriculum encompasses 285 courses in eighteen academic departments. An academic advisor guides a student throughout his or her career to develop a program of study that meets his or her needs, interests and abilities while ensuring a sound foundation in the liberal arts.



*Course Listing**Visual Studies (diploma-
requirement foundation
course)**Visual Studies for Juniors
Introductory and Advanced
Ceramics**Introductory, Intermediate,
and Advanced
Photography**Drawing and Two-
Dimensional Design**Three-Dimensional Design
Sculpture**Contemporary
Communications**Video and Computer
Animation**Computer Graphics
Introductory and**Continuing Painting
Watercolor Painting**Printmaking**Architecture**Filmmaking**The Vietnam Legacy in
Literature and Film**Art History**Advanced Placement in Art*

The Art Department courses help our students explore the relationship between seeing and thinking and challenge them to involve themselves in the creative process. The diploma-requirement Visual Studies course is the cornerstone of the Visual Arts curriculum and is a prerequisite for all elective art courses. Students learn that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Recently, three-dimensional design and computer graphics and video projects have also been included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery.

Fundamentally, the study of visual art at Andover is about risk-taking, wandering through the creative process being open to change, allowing spatial reckoning to override linear thinking, and finding image solutions rather than the "right" answers.

The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries.

Beyond Visual Studies, a wide range of elective courses offers opportunities for in-depth exploration of various visual media. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of ten practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to the remarkable collection at the Addison Gallery of American Art, enhance the studio experience.

Work spaces in the Arts and Communications Center include a fully-equipped wood and metal shop, two complete photography labs, printmaking facilities, two video-editing rooms and a computer graphics studio. The painting and ceramics studios are in nearby buildings.

CLASSICAL STUDIES

Course Listing

Etymology

Greek Literature

Classical Mythology

Structure of Classical

Languages

*Courses in Latin and Greek
are listed under Foreign
Languages.*

Four full-time members of the Classics Department teach several elective courses in Classical Studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology.

Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an honors sequence and complete five years of study in four years.





ENGLISH

Course Listing

REQUIRED COURSES

The Myth and the Journey

(three terms for all
juniors)

English Competence

(three terms for all lowers)

The Seasons of Literature

(two terms for uppers)

Shakespeare

ELECTIVE COURSES

Non-Fiction Writing

Writing Through the

Universe of Discourse

Literature of Two Faces

Topics in English Literature

American Writers

Theme Studies

Genre Studies

James Joyce

Man and God

Study of Resistance in

Literature and Film

Backgrounds in English

Literature

*Shakespeare on the Page
and Stage*

The Short Novel

Satire and Comedy

Novel and Drama Seminar

Creative Writing

Literature of the Quest

Playwriting

Images of Women

Chaucer and His Age

The Vietnam Legacy in

Literature and Film

Period Studies

Writers in Depth

The English Department's writing and literature programs are inextricably connected. Developed from the twin notions that younger students have a special affinity for myth and a vivid consciousness of themselves as emerging adolescents, the junior program encourages an understanding of myth through the study of *The Odyssey*, *The Tempest* and other journey and quest myths, and encourages a perspective on the developing self through such works as *Great Expectations* and *Black Boy*. The students keep journals and write short papers. The program aims to induce a love of literature and personal writing.

Lowers at first write essays which concentrate on analysis, argumentation, persuasion and comparison and also write an extended research paper. Along the way, they expand their vocabularies and acquire a rhetorical and literary lexicon. In the spring term, as they get ready for the upper year, the students apply their maturing writing skills and growing vocabularies to the study of short stories, essays and poetry.

For uppers, the program returns initially to a mythic foundation with such works as *Oedipus Rex*, symbolic stories from *The Old Testament* and *Doctor Faustus*. The course then pursues literary examples of tragedy, romance, irony and comedy through three large historical periods and many cultures. Students typically discuss these works in class and then write regular papers of formal literary analysis, but teachers also encourage such complementary alternatives as journals, narratives, role-playing and satire. The course provides uppers with an incipient grasp of literary mode and with an exposure to the historical, mythic, psychological and cultural contexts of literature.

The department offers about two dozen term-contained elective courses for seniors: writing courses in fiction, non-fiction and poetry and such literature courses as Chaucer, Shakespeare, Literature of the Quest, The Vietnam War in Literature and Film, Images of Women, and Novel and Drama Seminar. These courses all engage students in literature on a sophisticated level, and all require regular writing. The English Department's three dozen faculty members include award-winning poets and playwrights and several novelists, journalists and critics, all of whom are committed to nurturing their students' writing.

FOREIGN LANGUAGES

Intensive introductory courses in Italian and Japanese are offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration.

A faculty of thirty teachers in the Foreign Languages division offers Andover students many choices for completing the diploma requirement of three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this basic requirement as a foundation, many students choose to move well beyond in more specialized areas. Accelerated classes are available which complete, for example, the work of four years in three.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify for advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-advanced placement course.

At all levels of study, students supplement their course work with videotapes, audio tapes and computers and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups and trips to special events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

A microcomputer-controlled cassette system Language Laboratory supplements the classroom experience. It may be used for group oral work during class time and for individual homework and drills during evening hours.

For Andover's School Year Abroad program and other international off-campus opportunities, see page 79.

FOREIGN LANGUAGES

CHINESE

*Beginning, Intermediate and
Advanced Chinese*
Stories in Modern Chinese
*Communications in Modern
Chinese*

FRENCH

*Beginning and Intermediate
French*
Le Village Français
The Novel
Film
Journalism
Short Stories
Theater
French Civilization
*The Non-European French
World*
French Literature
Advanced Conversation
History of France
Advanced Placement Language
Advanced Placement Literature
Modern Literature

GERMAN

*Beginning, Intermediate and
Advanced German*
Advanced Placement Language

GREEK

*Beginning, Intermediate and
Advanced Greek*
Iliad and Odyssey
History, Tragedy, Lyric

ITALIAN

*Intensive Introductory Course
for Seniors*

JAPANESE

Introduction to Japanese
*Intensive Introductory Course
for Seniors*

LATIN

Introduction to Latin
Ovid, Apuleius
Petronius, Catullus, Vergil
Comedy, Biography and Epic
Advanced Epic, Lyric and Prose

RUSSIAN

*Beginning and Intermediate
Contemporary Russian*
Conversation and Composition
*Composition and Russian
Classical Literature*
Advanced Placement Russian
*The Russian People: Their
Heritage and Literature*

SPANISH

*Beginning and Intermediate
Spanish*
Intensive Language Practice
Readings in Spanish
Conversation and Composition
Current Events; Video
*Contemporary Spanish and
Spanish-American Literature*
*Introduction to Spanish
Literature*
*Advanced Placement in
Literature*
Advanced Spanish Language
*Major Works in Spanish and
Spanish-American Literature*

HISTORY AND SOCIAL SCIENCE

Course Listing

REQUIRED COURSES

The Human Experience

United States History

*United States History for
International Students*

ELECTIVE COURSES

The Early Modern World

*The World in the
Nineteenth Century*

*The World in the Twentieth
Century*

Modern European History

Introduction to Economics

Urban Studies Institute

Comparative Government

International Relations

The Russian Experience

*Asia: China, Japan and
India or Southeast Asia*

Africa and the World

The Middle East

Latin American Studies

Ancient History

Issues in Economics

American Race Relations

Masculine/Feminine/

*Human: Issues in Gender
Relations*

Nuclear Power and

*Weapons—Proliferation
and Response*

The Renaissance

Victorian England

The Courts and Individual

*Liberty and Equality
Under Law*

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, complete the department's diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government or International Relations. A yearlong Advanced Placement survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Issues in Gender Relations, and Nuclear Power and Weapons.

In the required United States History course and in several of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified uppers and seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence, Massachusetts. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than twenty members, among them historians, social workers and social scientists.

MATHEMATICS

Course Listing

COURSES LEADING TO THE SATISFACTION OF THE DIPLOMA REQUIREMENT

Elementary Algebra

Algebra Review

Geometry

Algebra Consolidation

Geometry and Precalculus

Intermediate Algebra

Precalculus

Elementary Functions

ELECTIVE COURSES

Precalculus-Trigonometry

Probability

Statistics and Data Analysis

Discrete Mathematics

Analytic Geometry

Advanced Mathematics

Calculus (six different courses)

Honors Mathematics

Seminar

Linear Algebra

Calculus of Vector Functions

Computer Programming:

*Beginning, Intermediate
and Advanced*

Independent Projects

The twenty-six members of the Mathematics Department teach a curriculum built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Entering students whose previous course work was in elementary algebra will take geometry unless a placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy the diploma requirement by taking Intermediate Algebra and the first two precalculus trimesters unless the placement test shows a need for Algebra Consolidation first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses; more than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra and vector analysis.

The Mathematics Department is located in Morse Hall, which is equipped with fourteen IBM computers, twelve Macintosh computers and, in each room, graphing calculators and overhead projection systems. The variety of computer courses ranges from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.

The community of students who like math at Andover is sizeable. Some did advanced mathematics when they were quite young; many join the student math club and math team, which has ranked number one in New England several times in math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.

MUSIC

Course Listing

REQUIRED COURSES

The Nature of Music

Survey of World Art Music

INTERMEDIATE ELECTIVES

Jazz

*Survey of World Popular
Music*

Electronic Music

Advanced Electronic Music
Words and Music

ADVANCED ELECTIVES

*Survey of Western Music
History*

*Theory and
Composition I; II; III*
Chamber Music Seminar

APPLIED MUSIC ELECTIVES:

*African Drumming
Ensemble*

*Fidelio Society
Band*

Chorus

Chamber Orchestra

*Private Instrument and
Vocal Lessons*

The Music Department faculty consists of ten residential teacher-performers, twenty-seven adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), carillon and voice.

Andover offers courses in all areas of music study and for all levels of student. *The Nature of Music* (Music 20) begins the diploma requirement for students without extensive previous experience in music. Students who have studied music (particularly an instrument) intensively will frequently pass an exemption exam which allows them to initiate their music diploma requirement by taking an upper level elective instead of Music 20. Upper level offerings include two levels of Electronic Music, three levels of Theory and Composition, including two terms devoted to preparing for the Advanced Placement exam, *Survey of Western Music History*, *Jazz History*, *Seminar in Chamber Music Analysis and Performance* and a course devoted to words and music.

Students of all levels can participate and perform in many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a fifteen-member madrigal group), the Chapel Quartet, the Handbell Choir, the Gospel Choir and several small, less formal singing groups (All That Jazz, Eight-n-One, Front Row, Six Pack). Wind players have multiple opportunities as well: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

The academy sponsors more than eighty concerts on the campus each year. Most of these concerts take place in the Timken Recital Room in the music building, Graves Hall. Graves Hall, beautifully renovated, consists of three large classrooms, two large rehearsal/concert rooms, a music library (recordings and scores), an electronic music studio and nineteen practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music. The chapel also houses three new organs for the use of beginning and advanced organ students. One organ is located in Kemper Chapel, the second is portable, and the third, located in the main chapel, is a thirty-stop, double manual, tracker-action instrument.



PHILOSOPHY AND RELIGIOUS STUDIES

Course Listing

The Biblical World View
Introduction to Ethics
Religious Discoverers
Eastern Religions
Religions of the Book: Judaism
Christianity and Islam
The New Testament Perspective
Proof and Persuasion
Views of Human Nature
Post-Biblical Jewish Thought:
Responses to the Holocaust
Law and Morality
Nonviolence in Theory and
Practice
In Search of Meaning
Bioethics: Medicine
Bioethics: The Environment
Existentialism
In Search of Justice
Great Philosophers
Advanced Studies in Religion

The Philosophy and Religion Department and its faculty of six seek to initiate students into three distinct and interrelated human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions and social groups. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty; no topic, subject or pattern is excluded *a priori*.

PSYCHOLOGY

Course Listing

Introductory Psychology
Developmental Psychology

The Psychology Department faculty consists of three doctoral level, licensed psychologists who both teach and provide psychological counseling services. Two elective courses for uppers and seniors are offered which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment.

The Introductory Psychology course is designed to introduce the student to the complexity and diversity of psychological inquiry. Topics covered include personality theories, research methodologies, human development, social behavior and psychopathology.

The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading as well as direct observation and interaction with children of different ages.





SCIENCE DIVISION

Course Listing

BIOLOGY

Introduction to Biology

College Biology

Ecology

Animal Behavior

Microbiology

Evolution and Ecology

*Advanced Placement
Biology*

Molecular Biology

Human Physiology

*Biology-Chemistry
Laboratory*

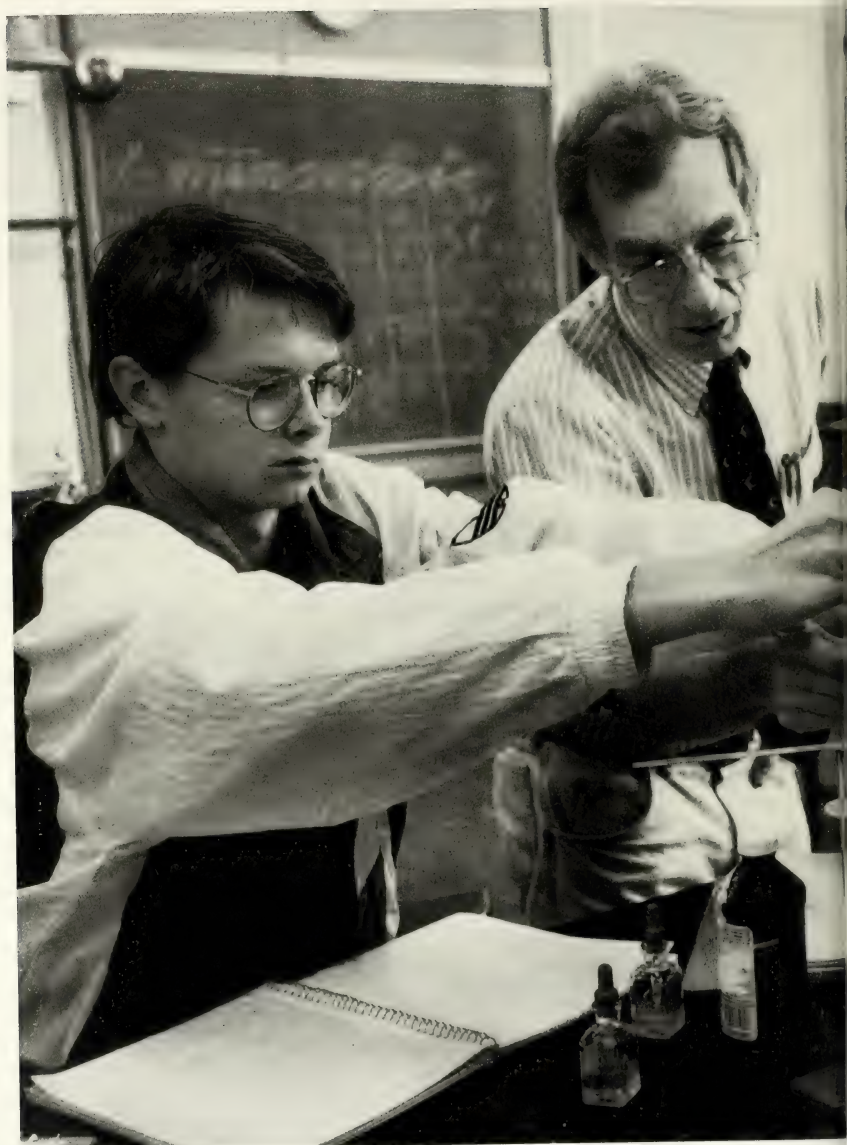
The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers and experimenters in the laboratory, in the classroom and as independent learners. The requirement of two yearlong courses (including laboratory work) and the guideline of an additional three terms provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences. The particular sequence of science courses for any particular student depends on interest and math level.

BIOLOGY

In addition to two yearlong courses in introductory biology, the department offers four courses at the advanced level, three intermediate courses and a laboratory research course. The introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who enjoyed the introductory courses.

Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses permit students to study some topics in considerably more depth than is usual in a typical Advanced Placement course after reviewing and building on material introduced earlier. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used. Students who are particularly interested in advanced placement may take a yearlong advanced biology course or a sequence of advanced courses which prepare for the Advanced Placement examination.





SCIENCE DIVISION

Course Listing

CHEMISTRY

Introduction to Chemistry

College Chemistry

*Chemistry of the
Environment*

Chemistry of Nutrition

Organic Chemistry

*Advanced Placement
Chemistry*

*Biology-Chemistry
Laboratory*

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

CHEMISTRY

The central course in the Chemistry Department is introductory inorganic chemistry, which includes the study of atomic structure, stoichiometry, bonding, gases, solids, solutions, thermochemistry and thermodynamics, kinetics, equilibrium, acid-based reactions, electrochemistry, nuclear chemistry and organic chemistry. Interactive lectures, chemical demonstrations and group work are used in class to show how these seemingly abstract topics are an integral part of everyone's world. The use of computer graphing and graphing calculators has added depth and sophistication to this endeavor.

Lab work that is largely quantitative and closely related to theory is an important part of the way in which students explore chemistry and accounts for about a quarter of the work in the course. Students work alone and also in groups and use the labs to test out and explore the reality of text assertions. Tools available to them include top-loading balances correct to a hundredth of a gram, analytical balances correct to a tenth of a milligram, spectrophotometers, pH meters and voltmeters. All laboratories are equipped with ample ventilating hoods.

The course is taught at three levels; the highest prepares students for the Advanced Placement Examination. College texts are used at all three levels. (See Course Listing for other courses.)

SCIENCE DIVISION

Course Listing

PHYSICS

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum

Mechanics

Physics Seminar

PHYSICS AND ASTROPHYSICS

The Physics Department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and "modern physics." (See Course Listing for other courses.)

The Physics Department operates the Thornton Observatory, which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis.

The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph and computers for rapid data analysis, word processing or programming. The Duke Microcomputer Laboratory is housed in the physics wing of the science building and is networked to the resources of the Computer Center.

Past student independent projects have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.

THEATER AND DANCE

Course Listing

Introduction to Acting

Public Speaking

Technical Theater

Theater Theory and History

Introduction to Directing

*Advanced Acting and
Directing Workshop*

Play Production

Shakespearean Workshop

Introduction to Dance

The Department of Theater and Dance offers students academic courses in all aspects of theater and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theaters.

In theater, students may study acting and directing; design and construction in scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a newly completed, state-of-the-art complex that includes a workshop theater which seats eighty; a "black box" theater which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theater that can be configured into proscenium, three-quarter or arena-style seating. This major theater boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, between twenty and thirty productions are mounted by students working for academic credit under the direction of theater and dance department faculty, as well as by students in extracurricular organizations. Additionally, professional guest artists in both theater and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 1994, for example, Andover students performed *The Song of Jacob Zulu* immediately after the musical left Broadway. The student actors were directed by "Zulu's" playwright, Tug Yourgrau, while the student chorus was rehearsed by the singing group Ladysmith Black Mambazo.





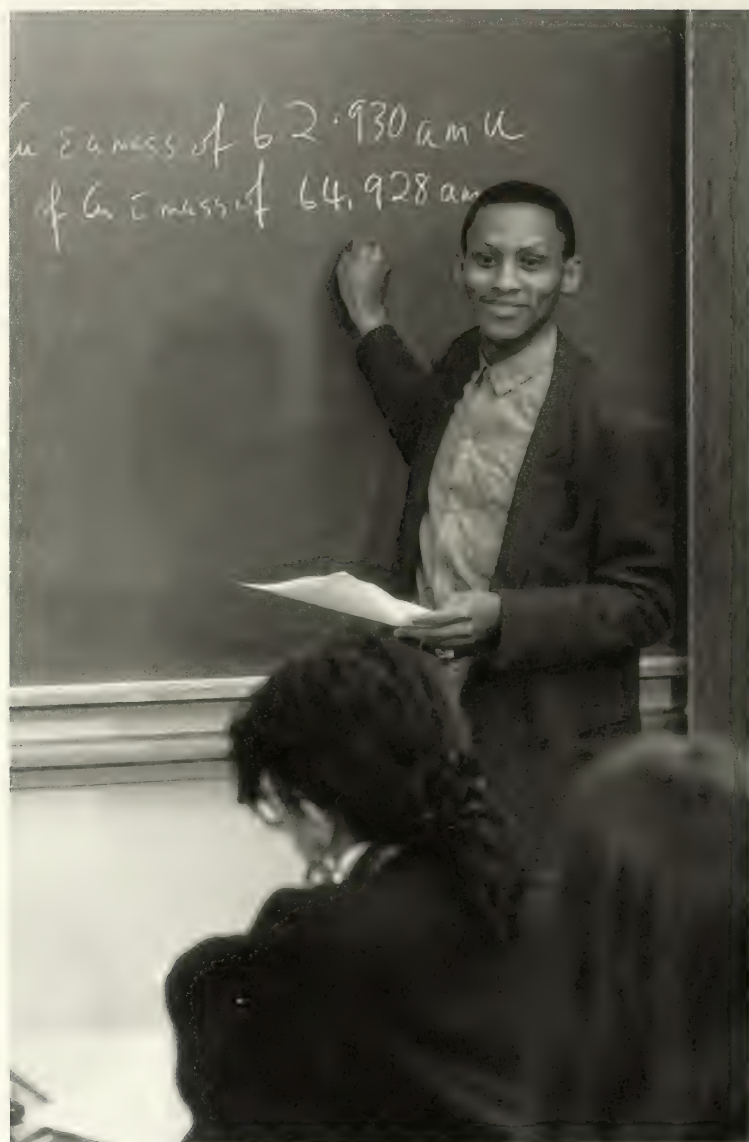
COLLEGE COUNSELING

At Andover, the College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. The counseling starts in the fall of the upper year with a series of class- and cluster-based meetings to outline the eighteen-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors for one-on-one consultation, which begins in February of the upper year. Two individual conferences occur in the spring, the first to review academic, personal and extra-curricular histories and to establish appropriate tailor-made criteria for the development of the initial college list, which is the subject of the second meeting. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents are enlisted from the outset as partners in the process and are encouraged to communicate their ideas and concerns to the college counseling staff. A quarterly newsletter is mailed to parents from the College Counseling Office.

The College Counseling Office maintains a library of college catalogs, financial aid information and testing materials. The office hosts several hundred college admission representatives annually, coordinates the college admission testing program and presents workshops and seminars on various aspects of the college admission process, such as interviewing and essay writing.

The office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.

For a listing of college matriculants for the 1993 graduating class, please see page 112.



THE FACULTY



by Helmuth W. Joel, Jr.

"Passionate!" a senior exclaimed when asked to describe Andover's teachers. *Passionate* means instructors in Russian who take turns teaching first-year classes so students will hear different voices. It means mathematics teachers, excited about applications of the graphing calculator, who remember to begin classes with students' questions from the previous day's homework. It means English teachers whose devotion to language inspires a class on Toni Morrison or N. Scott Momaday as readily as one on Edith Wharton or William Shakespeare—or indeed one featuring students' own writing. It means a physics teacher visiting another teacher's Physics 20

class and finding herself speculating as intensely as the students on whether the specific heat of an egg will be higher than that of the boiling water around it. It means a history teacher who, while on a Phillips Academy trip to a prison on Gorée Island, Senegal, discovered spiritual affinities with his forebears, and later found that his exploration of the black experience in America had been enriched forever with the tears he shed there.

Andover faculty members know that the best questions and activities make the best classes. They know that life is full of mystery, some of which can be understood. They know that hard work rather than fear or drift will bring answers to questions. They embrace students in their efforts to comprehend and create, not only in various academic subjects but also in their developing selves. The faculty knows that one student's path will be different from another's, but along each path the student will explore classes, the dining hall, athletics, extracurricular activities and dormitory life. The faculty values different ways and different people; it seeks everyone. *Passionate* indeed the faculty is, yet *compassionate*, as well, devoting themselves to education of the individual as the best hope for all.









TOM LYONS

A.B. Harvard University
M.A.T. Harvard University
Instructor in History

An instructor in history for nearly three decades and faculty advisor to *The Phillippian* for more than two of them, Tom Lyons has inspired generations of Andover students with his vast knowledge and love of United States history and constitutional law.

The winner of Harvard University's Distinguished Secondary School Teaching Award in 1966 and the New England History Teachers Association Kidger Award in 1986, Mr. Lyons has created some of Andover's finest history courses including The Modern Presidency, Black History, Prophets and Prophecy, Urban History and a senior seminar on the Constitution and the Supreme Court from 1935-1994. He is also the author of eight books on United States history, politics and foreign policy.

Mr. Lyons has been a house counselor and a football and baseball coach. As advisor to *The Phillippian*, Andover's school newspaper, Mr. Lyons guides his editors through the many complex issues involved in our constitutional right to a free press, just as he guides them through the complex back streets of Cambridge on their way to the Harvard Crimson offices where *The Phillippian* is published.

ADA FAN

A.B. Harvard University
M.S. Boston University
M.A. University of Rochester
Ph.D. University of Rochester
Instructor in English

Ada Fan worked as a journalist, critic, writer and college lecturer before arriving at Andover in 1980 to begin what has become her brilliant career as an instructor in the English Department.

A teacher of required courses in writing, literature and Shakespeare, and of electives in fiction and non-fiction writing, Ms. Fan also teaches the seminars American Writers, British Writers and James Joyce, and created the vitally important senior elective course, Images of Women.

Outside of the classroom, Ms. Fan has been an advisor to Andover's Student Council and to Asian and Asian-American students. She was the coach of the only undefeated varsity field hockey team in Andover's history (the 1985 team) and is a house counselor in Stimson East, where she and her family have lived for more than a decade. She has written dozens of magazine articles, reviews and short stories and is currently at work—in her spare time—on a novel.

KEVIN HEELAN

B.A. St. Mary's College of Maryland
M.F.A. Smith College
Instructor in Theater and Drama

An award-winning playwright and actor, Kevin Heelan personally directs many main stage campus productions and oversees operation of the student-managed Black Box Theater.

Mr. Heelan's own works include *Heartland*, published by Samuel French Inc. and produced on Broadway starring Sean Penn; *Split Decision*, also published by Samuel French; *Ten East*; and *Distant Fires*, a work about six construction workers on the job. Premiered by the Hartford Stage Company in 1986, *Distant Fires* was selected winner from over 1,300 other scripts for Best Play by the CBS/ Dramatists' Guild. Most recently, with Norman Lear, he wrote the script for the pilot of the television series "704 Hauser."

Mr. Heelan has been cited by both *The Boston Globe* and *The New York Times* as one of America's promising playwrights. *The Split Cherry Tree*, a movie he wrote, was nominated in 1982 for an Academy Award for Best Live Action Short. In 1987, Mr. Heelan received a grant from the National Endowment for the Arts.

Mr. Heelan is co-house counselor with his wife, Kim, in Stimson West dormitory and coaches football and lacrosse.

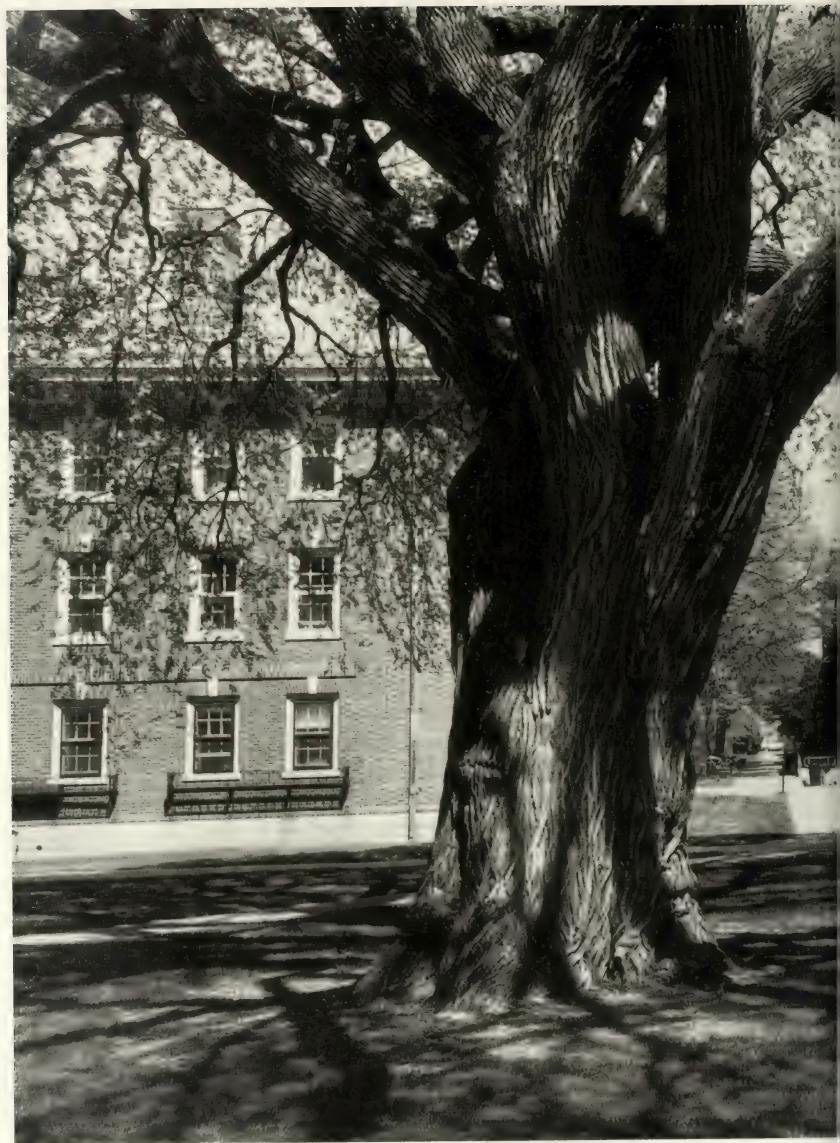
LYDIA GOETZE

A.B. Radcliffe College
M.A.T. Johns Hopkins University
Instructor in Biology

Lydia Goetze came to Andover in 1980 and since then has been a major architect of the biology curriculum and a profoundly creative force in the department. She teaches biology and molecular biology, Evolution and Ecology, and a laboratory research course that covers recombinant DNA techniques as well as independent projects.

Ms. Goetze has introduced laboratory and field work to the advanced biology courses, has created a yearlong biology course for ninth graders and, as part of her ongoing work to present science in a less "Eurocentric" way, has collected and exhibited portraits of scientists who are African-Americans or women. She has also done a great deal of work studying how students can use their own writing, especially informal writing, to help them learn science.

Ms. Goetze has been a house counselor in Stevens West in the Rabbit Pond Cluster and is a coach of Search and Rescue, where she perfected her ability to kick steps up a steep slope in bear paw snowshoes at -20°F. This feat she calls "one of my more esoteric Andover skills."







ATHLETICS



by Leon Modeste

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the Athletic Department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. Athletic trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as

scuba diving, Search and Rescue, classical ballet, basics, modern dance, yoga, double Dutch jump rope and aerobics. At Andover, to play is the thing!

All lowers take one challenge-based physical education course five hours a week for one term. In the course, they are tested for physical aptitude and instructed in safety, health, and exercise physiology. They learn drown-proofing, master a ropes course and learn the information and skills they will need to maintain lifetime wellness.

In addition, these students join all other students in our afternoon athletic program, which includes varsity and sub-varsity competitive sports, intramural cluster-based sports, and recreational, dance and fitness activities. It is during these afternoon programs that varsity athletes are coached to reach their greatest potential as competitors, sub-varsity players learn games they had never played before, dancers rehearse for their performances, cluster competitors practice for their matches, cross-country skiers head for the trails, rowers head for the rivers, hikers head for the hills, the fitness center is full, the gym is noisy and the playing fields are overrun. The wide variety of Andover's offerings and the enthusiasm of coaches, trainers and instructors make these afternoon activities as much fun as they are beneficial.

The Athletic Department oversees the athletic program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

THE TRAINING ROOM

Andover's training room is a fully staffed coeducational facility that provides a variety of services to all students enrolled at the academy. The three full-time trainers work in conjunction with the school physician and the staff at Isham Infirmary.

THE ATHLETIC COMPLEX

Since the founding of the school's first gymnasium in 1850, Andover's athletic facilities have been among the finest in New England. They include eighteen playing fields and twenty-five tennis courts; the Sorota Track; the Borden, Memorial and Abbot gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track, the Sumner Smith Hockey Rink, and the James C. Greenway boathouse on the Merrimack River.





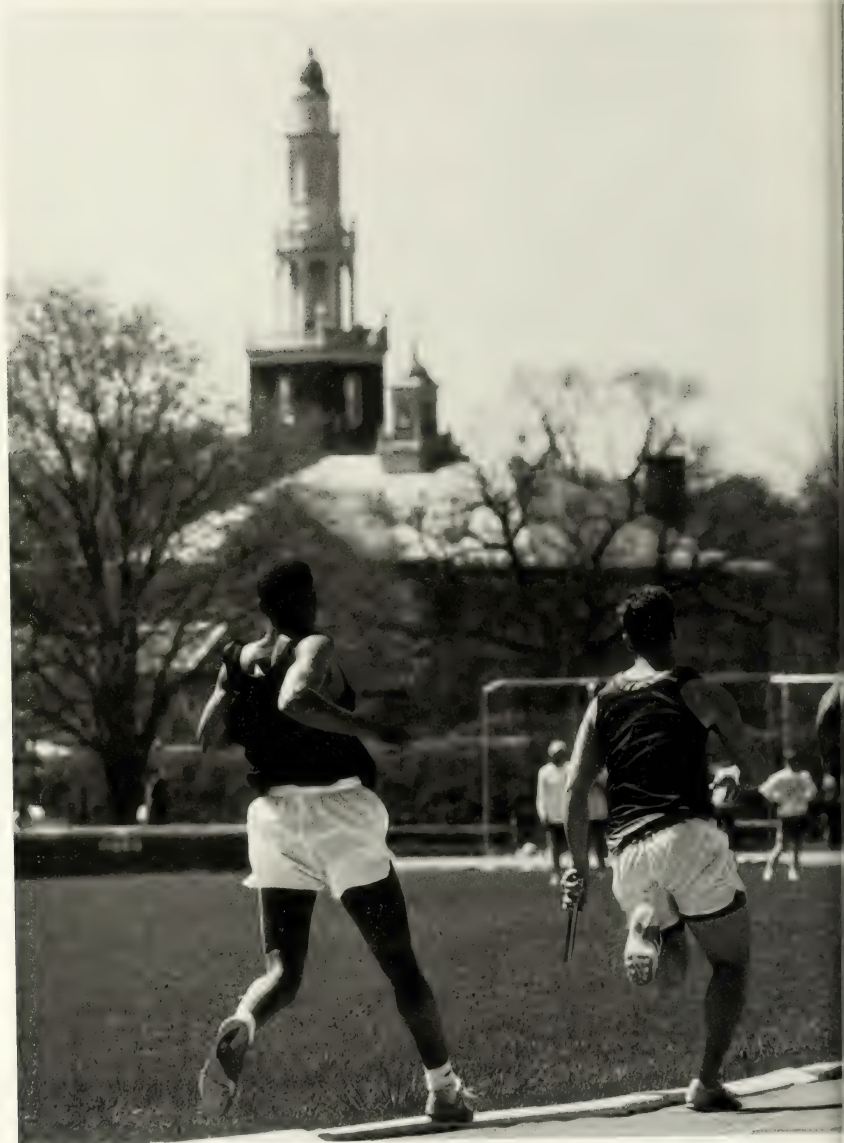
INTERSCHOLASTIC VARSITY SPORTS

| FALL | WINTER | SPRING |
|----------------------|-------------------------------------|--------------------------|
| <i>Boys</i> | <i>Boys</i> | <i>Boys</i> |
| <i>Soccer</i> | <i>Basketball</i> | <i>Baseball</i> |
| <i>Football</i> | <i>Hockey</i> | <i>Cycling</i> |
| <i>Water Polo</i> | <i>Skiing (Alpine & Nordic)</i> | <i>Crew</i> |
| <i>Cross-Country</i> | <i>Squash</i> | <i>Golf</i> |
| | <i>Swimming</i> | <i>Lacrosse</i> |
| <i>Girls</i> | <i>Track</i> | <i>Tennis</i> |
| <i>Soccer</i> | <i>Wrestling</i> | <i>Track & Field</i> |
| <i>Field Hockey</i> | | |
| <i>Volleyball</i> | <i>Girls</i> | <i>Girls</i> |
| <i>Cross-Country</i> | <i>Basketball</i> | <i>Softball</i> |
| <i>Water Polo</i> | <i>Hockey</i> | <i>Cycling</i> |
| | <i>Skiing (Alpine & Nordic)</i> | <i>Crew</i> |
| | <i>Squash</i> | <i>Golf</i> |
| | <i>Swimming</i> | <i>Lacrosse</i> |
| | <i>Track</i> | <i>Tennis</i> |
| | | <i>Track & Field</i> |

INTERSCHOLASTIC, INTRAMURAL, RECREATIONAL AND FITNESS ATHLETICS

| FALL | WINTER | SPRING |
|----------------------------|-------------------------------------|----------------------------|
| <i>Ballet</i> | <i>Ballet</i> | <i>Ballet</i> |
| <i>Basics (fitness)</i> | <i>Basics</i> | <i>Baseball</i> |
| <i>Crew</i> | <i>Basketball</i> | <i>Basics</i> |
| <i>Cross-Country</i> | <i>Hockey</i> | <i>Crew</i> |
| <i>Double Dutch</i> | <i>Modern Dance</i> | <i>Cycling</i> |
| <i>Field Hockey</i> | <i>Search & Rescue</i> | <i>Double Dutch</i> |
| <i>Football</i> | <i>Skiing (Alpine & Nordic)</i> | <i>Golf</i> |
| <i>Modern Dance</i> | <i>Squash</i> | <i>Lacrosse</i> |
| <i>Search & Rescue</i> | <i>Swimming</i> | <i>Modern Dance</i> |
| <i>Soccer</i> | <i>Track</i> | <i>Rock Climbing</i> |
| <i>Squash</i> | <i>Wrestling</i> | <i>Search & Rescue</i> |
| <i>Swim Instruction</i> | <i>Yoga</i> | <i>Softball</i> |
| <i>Tennis</i> | | <i>Squash</i> |
| <i>Volleyball</i> | | <i>Swim Instruction</i> |
| <i>Water Polo</i> | | <i>Tai Chi Chuan</i> |
| | | <i>Tennis</i> |
| | | <i>Track</i> |
| | | <i>Ultimate Frisbee</i> |
| | | <i>Yoga</i> |









STUDENT LIFE



by Henry Wilmer

At Andover, we have plenty of room for kids from Beijing and Brooklyn, for artists and athletes, for conservatives and liberals, for Muslims, Christians and Jews, for philosophers and philatelists. We have plenty of room for our own student-run radio station and newspaper and for organizations concerned with politics, economics, nuclear issues, Apartheid, African and Latino culture in the United States, or chess. Special social events include concerts, speakers, dances (from heavy metal to rap to reggae) and celebrations to mark all sorts of cultural events. The kaleidoscope of people and points of view provided by our size

means Andover students can always find someone to share their interests, appreciate their talents and give timely advice when they need it—or to help them discover new interests, new skills and new perspectives. In education, change is the name of the game, and Andover students need plenty of room to play.

So Andover is a big school. But Andover is a big school that works hard to feel small. Each student belongs to a cluster, and for each student a house counselor or day student counselor, teachers, coaches and an academic advisor all provide advice and encouragement. The cluster system, combined with our academic and psychological counseling services, our Office of Community Affairs and Multicultural Development, our actively involved campus chaplains and our infirmary enable Andover to offer multiple opportunities for support and guidance—personal, social, intellectual, spiritual, cultural, psychological and medical. These resources permit us not only to react to student initiatives and needs, but also to provide a rich residential curriculum of special programs dealing with such issues as drug and alcohol use, human sexuality and racism.

Andover is a big school that feels small. Our purpose is to bring to our students the advantages of our diversity while at the same time making each feel confidently at home.

RESIDENTIAL LIFE

During the summer of 1993, a trustee and faculty committee ended a year's worth of study, conversation and introspection and issued a Long Range Plan for Andover's future. Subsequently adopted by the Board of the Trustees, this plan emphasizes enhancing residential life as the school's top priority for the next few years. One result of this focus is the development of a new Life Issues curriculum for tenth grade students, with topics ranging from peer relations to community work. Andover's enrollment will also change; the student population will decrease by 100 over the next five years, moving from the 1993-94 level of 1,200 students to a population of 1,100 in 1998-99. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, including \$7 million for dormitories over the next two years. These changes will allow for even greater contact between students and faculty and will enhance the school's cluster system, the heart and soul of Andover's community life.

CLUSTERS

All students at Andover—boarders and day students—are assigned to one of the school's six "clusters," each of which functions as a small school within the academy. Dormitories are assigned to clusters according to their geographic location; each cluster includes girls' and boys' dorms, about 200 day and boarding students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system brings the advantages of a small school to an institution that already has the advantages of size.

The dean of students oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders, who knows all of the students in the cluster, and who is available to students and to parents for information and advice. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

DORMS AND COUNSELORS

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication. Additionally, a second faculty member is assigned to each dormitory to serve as a complementary house counselor and also as the students' academic advisor. Similarly, day students are paired with a faculty member who serves as both a counselor and academic advisor. Students are thus able to plan their academic schedules with an adult who knows them well. Parents can expect to hear from counselors at regular intervals and are encouraged to turn to these faculty members for information about a student's progress.

The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families in residence. All living arrangements encourage

close relationships among students and between students and house counselors' families. One-third of the boarding students live in single rooms, two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain lowers, uppers, and seniors. Juniors, however, all live together in dorms with special study and lights-out policies that are designed to help our youngest students adjust successfully to their first year at Andover.

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

RULES AND DISCIPLINE

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of *The Blue Book*, summarizing rules and regulations; all students are held responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal, a decision ultimately made by the head of school. Andover takes special care to address issues associated with alcohol and illegal drugs, the possession or use of which is forbidden. To help our students understand why these substances interfere with development, intensive seminars are held each fall. At all times during the school year, professional counselors are available at Graham House and the dean of student's office. A Drug and Alcohol Awareness Committee also offers peer discussion and support.

WORK DUTY

A faculty member is responsible for administering the student work program, which is designed to develop in our students a sense of community responsibility for the daily operation of the school, to remind them of the practical elements of life beyond academia, and to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories' hallways and common rooms, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice, and all students also take turns working in the dining hall.

DAILY LIFE AT ANDOVER

Andover operates on a trimester system. The year begins in mid-September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and every other Saturday morning in the fall and spring terms. Classes do not meet on Sunday.

This flexible weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the art and archaeology museums and for student-run extracurricular organizations such as the literary magazines, the school newspaper, the school radio station and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays and informal activities.

Participation in athletics is required of all students, and athletics activities are scheduled four afternoons a week for approximately two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competitions.

Meals are served in Commons, the central dining hall, composed of four handsome, traditional dining rooms and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Study hours are scheduled between 8 PM and 10 PM; students who use their free periods during the day to study can usually finish their homework by the end of these study hours. During these hours, students are required to be signed in either to their dormitories or to an academic area on campus.

Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks or supervising them for two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.









THE DAILY SCHEDULE

| | |
|----------------------|--|
| 7:15 AM | <i>Commons opens for breakfast</i> |
| 8 AM | <i>Classes begin. Seven 45-minute periods per day</i> |
| 9:45 AM— 10:15 AM | <i>Conference Period (for individual student-teacher conferences)</i> |
| 11:30 AM— 1:30 PM | <i>Lunch at Commons</i> |
| 2:45 PM | <i>End of last class</i> |
| 3 PM— 4:45 PM | <i>Sports</i> |
| 5:15 PM— 6:30 PM | <i>Supper at Commons</i> |
| 6:20 PM— 7:50 PM | <i>Music rehearsals</i> |
| 8 PM | <i>Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, music building or math study hall.</i> |
| 10 PM | <i>Dorm sign-in for all students on week nights (During 5-day weeks, Friday evening sign-in for underclass students is 10 PM, 11 PM for seniors, and Saturday evening sign-in for all students is 11:30 PM).</i> |
| 11 PM | <i>Lights out for juniors on week nights</i> |

THE OFFICE OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and racism, with an emphasis on collaboration toward a better understanding of diversity within our society. Within the office a team of deans, advisors and program coordinators is available to provide counseling and support to individual students and to student groups.

In keeping with the school's Statement of Purpose, the mission of the office is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. As such, the office is also the meeting location for Diversity Alliance—a collective made up of student leaders and faculty advisors of all the campus cultural clubs—and is available to other organizations for meetings and small study groups.

Education at Phillips Academy is intentionally both theoretical and human; therefore, students and faculty obtain the greatest benefit from freely sharing their ideas and values. This open communication contributes to building a strong community as it allows individuals to appreciate perspectives similar to and different from their own.

COMMUNITY SERVICE

The Community Service Program provides opportunities for students to volunteer time in service within the local communities of Andover, Lawrence, North Andover, Boxford and Tewksbury. Each year, more than 700 students take advantage of these rewarding projects, some of which comprise integral components of academic courses. Students tutor children in math or in English as a second language, help occupational therapists in their work with brain-injured adults, teach creative writing in a local elementary school, coordinate athletic programs for physically and mentally challenged youngsters, assist in day-care classrooms, work at a Habitat for Humanity site in conjunction with a history course in urban studies, visit with local Spanish- or Russian-speaking citizens, befriend residents at a nursing home and run a football clinic with members of the varsity football team and the local Boys Club.

The Community Service program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *Non Sibi* ("not for one's self"), they experience great personal growth.



RESIDENTIAL EDUCATION

Phillips Academy takes seriously its responsibility to help students maintain a healthy lifestyle and, in addition to the previously-mentioned Life Issues curriculum, has developed several specific programs to address alcohol use, human sexuality, eating disorders and many other issues that concern young people today. Some of the programs are required, some voluntary; all are for day students as well as boarders.

Each fall instructors from the Freedom from Chemical Dependency Foundation arrive at school for a week. All new students attend four basic classes in alcohol and drug use prevention; all returning students choose from among thirty-six related workshops.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors.

Those wishing to explore the issues of racism can take part in Anti-Racism Workshops sponsored by the Office of Multicultural Development and Community Affairs, or can join SARC (Students Against Racist Community). The Women's Forum and the new Date Rape Prevention Team offer programs which are designed to educate the community on gender issues. Other student-run organizations and support groups deal with such important issues as eating disorders and the aftermath of divorce. The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM INFIRMARY

Phillips Academy employs a full-time physician/medical director, who is Board-certified in pediatrics and pediatric endocrinology, a licensed school nurse-practitioner and eleven registered nurses who staff Isham Infirmary. The infirmary is open 24 hours a day while school is in session. Services provided by Isham include lab work and x-rays, nutrition counseling with a dietitian and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately sixty medical and dental specialists in the greater Lawrence and Boston communities who are readily available for consultation. Isham Infirmary also welcomes requests for follow-up and continuing care from students' home physicians.

GRAHAM HOUSE

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

Reflective of the school's multicultural student body, the religious ministry at Phillips Academy is similarly diverse. A priest, minister and rabbi serve the ongoing liturgical and celebrative needs of Roman Catholic, Protestant and Jewish students. The chaplains also teach, counsel and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation and fellowship in a variety of settings both on and off campus.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillipian*, the academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. *The Pot Pourri*, the school yearbook, the school literary magazine *The Mirror* (Robert Frost was an early contributor), and many other student publications provide more opportunities for those with a literary bent.

Cultural organizations abound, as do course-related groups such as the Astronomy Club and German Club. The Newman Club and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Science Club may be listening to a State Department official discuss the Middle East; the Debate Team may be at work in the Debate Room of Bulfinch Hall.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

ORGANIZATIONS

| | |
|---|--|
| <i>8 'n 1 Club (singing group)</i> | <i>Indo-Pakistani Society</i> |
| <i>Afro-Latino-American Society</i> | <i>International Club</i> |
| <i>AIDS Awareness Committee</i> | <i>Jazz Band</i> |
| <i>All That Jazz (vocal jazz group)</i> | <i>Jewish Student Union</i> |
| <i>Andover Ambassadors</i> | <i>Junior Council</i> |
| <i>Andover Drug & Alcohol Awareness Committee</i> | <i>Korean Student Fellowship</i> |
| <i>Amnesty International</i> | <i>Le Circle Francais</i> |
| <i>Andover Horticultural Society</i> | <i>The Leaky Pen (satire club, with publication)</i> |
| <i>Art Club</i> | <i>Math Club</i> |
| <i>Asian Society</i> | <i>Men's Forum</i> |
| <i>Astronomy Club</i> | <i>Model United Nations Club</i> |
| <i>Backtracks (magazine of commentary)</i> | <i>Muslim Student Union</i> |
| <i>Blue Key Society</i> | <i>North Carolina Club</i> |
| <i>Cantata</i> | <i>Nuclear Awareness/Education</i> |
| <i>Catholic Confirmation Class</i> | <i>Orchestra</i> |
| <i>Chess Club</i> | <i>Oxfam</i> |
| <i>Children of Alcoholics Support</i> | <i>Peer Tutoring</i> |
| <i>Chinese Club</i> | <i>Philharmonia Society</i> |
| <i>Chinese Student Association</i> | <i>The Phillipian (student newspaper)</i> |
| <i>Choir</i> | <i>Philomethan Society (debating society)</i> |
| <i>Classical Musical Society</i> | <i>Photography Club</i> |
| <i>Classics Club</i> | <i>Political Science Club</i> |
| <i>Community Service</i> | <i>Pot Pourri (school yearbook)</i> |
| <i>Computer Society</i> | <i>Pre-Med Club</i> |
| <i>Courant (literary magazine)</i> | <i>Prom Committee</i> |
| <i>Dance Club</i> | <i>Republican Club</i> |
| <i>Debate Club</i> | <i>Russian Club</i> |
| <i>Democratic Club</i> | <i>Russian Tea (community service)</i> |
| <i>Diversity Alliance</i> | <i>Students Against Racist Society</i> |
| <i>Earth Friends</i> | <i>SMACK (political magazine)</i> |
| <i>Fidelio Society (madrigal singing society)</i> | <i>Spanish Club</i> |
| <i>Focus</i> | <i>Student Advocates</i> |
| <i>French Club</i> | <i>Student Council</i> |
| <i>Gay-Straight Alliance</i> | <i>Ultimate Frisbee</i> |
| <i>German Club</i> | <i>Videovation</i> |
| <i>Gospel Choir</i> | <i>Women's Forum</i> |
| <i>Handbell Choir</i> | <i>WPAA (campus radio station)</i> |
| <i>Hellenic Society</i> | <i>Writing Club</i> |
| <i>Hong Kong Student Society</i> | |





COMPLEMENTARY PROGRAMS

Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be used as complements to this school. Thus far, the multiple schools idea has taken form in several programs which are open to Phillips Academy students as well as students from other schools. Phillips Academy tuition, fees and financial aid do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad offers to qualified uppers and seniors a full academic year of living and studying in France or Spain or a semester in China. Founded by Andover, SYA is now jointly sponsored by Andover, Exeter and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or foregoing rigorous preparation for college. Students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Spanish, French or Chinese) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel and all College Boards and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. Please write for a catalog:

Woodruff W. Halsey II, Director
School Year Aboard
Phillips Academy
Andover, MA 01810-4166

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities: *Fall term*—Novosibirsk, Russia; Paris, France; *Winter term*—Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; *Spring term*—Guadalajara, Mexico; Bologna, Italy; *Summer*—Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each program has its special characteristics. For more information, consult the Division of Foreign Languages at (508) 749-4204.

OTHER OFF-CAMPUS PROGRAMS

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Exeter, allows a group of uppers and seniors to spend the spring term in Washington, D. C., working in the offices of U.S. senators and representatives.

The Mountain School Program of Milton Academy is a semester-long program for uppers which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. The Maine Coast Semester is a similar, semester-long program offered in Wiscasset, on the coast of Maine. Phillips Academy students may participate fall term only. Students continue their academic courses in addition to activities which emphasize practical skills and crafts.

It is also possible for seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of school-sponsored programs.

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² Program—Math and Science for Minority Students—offers mathematics and science instruction to African-American, Hispanic/Latino and Native-American students from selected urban centers. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)². Further information can be obtained by writing:

Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810-4166
Telephone (508) 749-4402

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session is a six-week program offering its students intensive academic and personal growth. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges and cultural activities and comfortable dormitories that prepare students for collegiate residential life.

More than sixty courses are offered in literature and writing, languages, mathematics, the sciences, OCEANS (marine biology at sea), philosophy, the social sciences and speech and debate. In addition, opportunities to pursue art courses,

music lessons and drama are also available, as is an extensive English as a Second Language Program. The average class size is fourteen.

The teaching faculty, composed of teachers from Phillips Academy and other private and public schools and colleges, are selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of some forty teaching assistants, recent college graduates whose enthusiasm for learning serves as a model for serious but joyful intellectual inquiry.

Applicants must be graduates of the eighth, ninth, tenth or eleventh grades with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Summer Session students represent an extraordinary diversity of religion, race and economic circumstances and come from approximately forty-five states, the District of Columbia, Puerto Rico and thirty other countries; approximately twenty-five percent are granted full or partial scholarships. A catalog can be obtained by writing:

The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4166
Telephone (508) 749-4400

Students currently enrolled in Phillips Academy's regular session are normally ineligible to attend the Phillips Academy Summer Session. Students attending the Phillips Academy Summer Session Program (who have not applied for regular session before summer school) normally do not apply for admission to the academy's regular session for a full calendar year. Exceptional cases may be reviewed by the director of the Summer Session.

SOME QUESTIONS YOU MIGHT HAVE

I am not familiar with boarding school; what will life at Andover be like?

In a boarding school, teaching goes on 24 hours a day. Andover's 1,180 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness and ability to make moral decisions. With a student/faculty ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Who are the students' advisors?

The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory and with whom the student often forms a close personal relationship. Boarding students also have a "complementary house counselor," a second adult who spends time in the dormitory and who also serves as the student's academic advisor. Day students have one faculty member who serves as both counselor and academic advisor. Additionally, all students have five or six classroom teachers and a coach or special activities advisor each term. These faculty members communicate regularly with each other and with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

What exactly is the cluster system?

A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a microcosm of the school at large, composed of students from all four classes, from all backgrounds and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North and West Quad South. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports and weekday social functions. Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.

What kind of extra help is offered?

Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and, because 95 percent of the teaching faculty live on campus, in the evening as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at math study hall.

How does Andover cultivate its multicultural community?

Informally, in conversations in the dormitories and around the quads, and simply by living together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community Affairs and Multicultural Development organizes anti-racism workshops, Martin Luther King, Jr., Day celebrations, and other such events, and the dean and staff of that office provide personal and academic counseling. Individual academic departments and the Head of School's Office also sponsor dozens of lectures, films and programs on cultural issues. Student-run organizations such as the Asian Cultural Society, the Afro-Latino-American Society, the Jewish Student Union, and several others also arrange educational programs and cultural celebrations.

How does going to Andover affect my child's chance of going to the college of her choice?

Many Andover graduates do go on to their first choice colleges, and Andover students are indeed highly sought and highly regarded by selective colleges. But college admission is extremely competitive, and going to Andover does not guarantee acceptance to the college of one's choice. What Andover does offer its students is a superb education, preparation to meet the academic and social challenges they will face at college, and guidance toward colleges where they are most likely to be stimulated, happy and productive.

What is the average number of students in a class?

The average class size is thirteen-fourteen; a class may be as small as eight or as large as eighteen.

How are day students integrated into the community?

Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster, eat all meals at Commons, and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Does Andover have a dress code?

No, but we expect Andover students to be neat and clean and to dress appropriately for each occasion.

Can I afford Andover?

Yes; a wide range of options make it possible. The academy has more than \$6 million available annually for financial aid in scholarship grants and loans; approximately 40 percent of our students receive financial aid. Also, the academy has an innovative financing program, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 93.



ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid and Financial Planning, page 91).

APPLICATION PROCEDURES

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is offered to an applicant. If you have a question about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line: (508) 749-4050
Academy switchboard: (508) 749-4000 ext. 4050

Office hours: Monday through Friday, 8:30 AM to 4:30 PM and designated Saturdays, 8:30 AM to 12:00 noon, October 1 through January 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time only choice which must be made when the application is submitted to the Admission Office.**

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.



FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. RETURN THE PRELIMINARY APPLICATION CARD

Submit the preliminary application card and the non-refundable \$35 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) Applications will not be considered unless the Preliminary Application Card and Fee are received.

2. SCHEDULE A PERSONAL INTERVIEW

Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (see page 95).

3. RETURN THE FINAL APPLICATION FORMS

Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by FAX.

4. TAKE THE SECONDARY SCHOOL ADMISSION TEST

(12th Grade or Postgraduate candidates are not required to take the SSAT.) Although most candidates submit the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. International students may submit the Test of English as a Foreign Language (TOEFL) in place of the SSAT or ISEE.

SECONDARY SCHOOL ADMISSION TEST

The 1994-95 Student Guide, published by the Secondary School Admission Test Board, Princeton, N.J. 08540, will be sent by Andover to all candidates who have filed a Preliminary Application. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

December 10, 1994

* January 14, 1995

March 4, 1995

* April 22, 1995

June 17, 1995

* *International administration*

Candidates are strongly urged to take the SSAT administered in December, 1994. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1995 administration.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

TWELFTH GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, N.J. 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 1994-95 is \$19,425 for boarding students and \$14,940 for day students. The average annual cost to educate a student at Andover is approximately \$26,150. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by May 1 in the case of a returning student, or by the acceptance deadline, April 10, in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1 and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the tuition for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.0 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 75 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include special tutoring, additional language training, special instruction in music, materials fees for art courses, medical expenses, laundry, textbooks, supplies, dues to school organizations or breakage and damage to school property. Many of these expenses will be similar to those a student would experience if he or she were at home. They total approximately \$1,200. Travel expenses will vary according to home location. Tuition does not include cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.



FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created THE ANDOVER PLAN, an innovative package of four payment options.

Financial Aid

| | |
|----------------------------|--|
| <i>Operating Budget:</i> | <i>\$6,254,000</i> |
| <i>Scholarship Grants:</i> | <i>\$6,071,380</i> |
| | <i>Average grant for returning students: \$12,400</i> |
| <i>Student Loans:</i> | <i>\$500,000 in 1994-95</i> <i>(presently at 6% interest)</i> |

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When you make out the Preliminary Application, be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10. For more detailed information, direct your letter or telephone call to:

James F. Ventre, Director of Financial Aid
Phillips Academy
Andover, MA 01810-4161
Telephone: (508) 749-4050

FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created The Andover Plan, four different payment options, which were designed with the help of the Knight College Resource Group of Boston. Briefly, the options are: a one-time tuition payment that avoids tuition increases; access to a credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

| Ten Month Payment Plan | Insured Tuition Payment Plan | Multiple Year Loan Plan | Guaranteed Tuition: Single Payment |
|---|--|--|--|
| <i>Features:</i> | | | |
| Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest | Reserve the funds to cover up to four years of school; interest is charged only on the amounts actually paid to the school | Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g., four for a junior, three for a lower, two for an upper. |
| Application fee of \$55 | Application fee of \$55 | Favorable interest rate variable quarterly, 7.50% as of March 1, 1994 (Set to 13-week T-Bill +4.5%) | |
| Participation on a yearly basis | Multiple year plan | Application Fee of \$55 | |
| Family pays Knight Tuition Payment Plans which pays Phillips Academy | | | |
| <i>Benefits:</i> | | | |
| No interest | No finance charges | Flexible repayment terms | No tuition increases |
| Payments are spread over 10 months | No credit check | Low overall cost | |
| Optional life and disability insurance | Interest is paid on any net deposits | Optional life and disability insurance | |
| Families may budget any annual amount of expense over 10 months | Life and total disability insurance provided from the date of the first payment | Repayment begins immediately; families may take up to ninety-six months to repay four years of education expenses. | |
| | Payments are spread over the period of education, e.g., four years for a junior, three for a lower, two for an upper, one for a senior | Loans for one to three years of education are available with shorter repayment terms | |
| | Families can begin saving for college | | |
| <i>Eligibility:</i> | | | |
| Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Families not receiving financial aid |
| <i>Obligation:</i> | | | |
| Monthly payments to Knight | Monthly installments to Knight | Monthly repayment of loan begins immediately to Knight | Prepayment of entire four, three or two years of tuition at first year's rate |
| <i>Source:</i> | | | |
| Family funds | Family funds | Loan | Family funds |



While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located Alumni Admission Representative and arrange for an interview. After you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the February 1 deadline to avoid disappointment.

ALABAMA

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Director of Advanced Program
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(205) 922-4555 (W)

ALASKA

Anchorage

Andy Hemenway '66
P. O. Box 112277
99511
(907) 277-9080 (W)

ARIZONA

Phoenix

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16054 S. Eleventh Place, 85044
(602) 460-0639 (H)

Tucson

Donald B. Rollings '70
363 South Meyer, 85701
(602) 623-4091 (W)

ARKANSAS

Little Rock

Mose Smith III, M.D. '48
5326 W. Markham Street
Suite. 14, 72205
(501) 664-1527 (W)

CALIFORNIA

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(213) 275-5529 (H)

Corona del Mar

John E. Kidde '64
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(714) 640-7075 (H)

Encino

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(818) 386-1232 (H)

Hacienda Heights

Johnson B. Lightfoote, M.D. '69
3329 Punta del Este, 91745
(818) 333-3456 (H)
(213) 889-2440 (W)

Livermore

Patrick J. O'Hern '65
Lawrence Livermore Lab
L-701, 94550
(510) 422-4874 (W)

Los Angeles

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Gibson, Dunn & Crutcher
333 S. Grand Avenue, 90071
(213) 229-7308 (W)

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Hancock, Rother & Bunshoft
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17th Floor, 90071
(213) 623-7777 (W)

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(213) 622-5555 (W)

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Los Angeles Center for Law
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2606 East First Street, 90033
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Kaplanis & Grimm
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#200, 90005
(213) 380-0303 (W)

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90025
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(415) 274-4472 (W)

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Oakland

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Chadwick Sofield '86
314 Perkins Street #105, 94610
(510) 451-4241 (H)
(510) 486-4139 (W)

Pasadena

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Hamilton & Bache
705 S. Oak Knoll Avenue, 91106
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(213) 622-5555 (W)

San Anselmo

H. Leonard Richardson '45
5 Oakhill Drive, 94960
(415) 459-0533 (W)

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COLORADO

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CONNECTICUT

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Wilton

Mrs. Andrew P. Langlois '62
9 Tower Drive, 06883
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DELAWARE*Wilmington*

Rev. John O. Barres '78
Saint Elizabeth Roman Catholic
Church
809 S. Broom Street, 19805
(302) 652-3626 (W)

Joshua McKain '86
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DISTRICT OF COLUMBIA*Washington*

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ILLINOIS

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Julie O'Donnell Allen '76
Sidley & Austin
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(312) 245-8722 (W)

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Arthur Winter '73
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Hawthorn Realty Group
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INDIANA

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IOWA

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KANSAS

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KENTUCKY

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Falmouth

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Thomas Rodes '54
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Kristin Dubay '87
AIDS Bureau/Policy and
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Mass. Dept. of Public Health
150 Tremont Street, 02111
(617) 727-0368 (W)

Janine Coleman LeSueur '84
2 Soldiers Field Park
Apartment 402, 02163
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Chestnut Hill

James C. Taylor '56
14 Lawrence Road, 02167
(617) 738-8746 (H)

North Andover

Bruce Brown '87
170 Olympic Lane, 01845
(508) 686-3775 (H)

Scituate

Harland Chun '72
50 Creelman Drive, 02066
(617) 341-7903 (W)

Watertown

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552 Main Street, 02172
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Kalamazoo

Stephen C. Trivers '57
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Southfield

John Lesenes '81
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Apartment 250, 48034-7124
(313) 355-2717 (H)

MINNESOTA

Mendota Heights

Mary-Louise Clary '74
1179 Ivy Hill Drive, 55118
(612) 455-0347 (H)

Minneapolis

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Faegre & Benson
2200 Norwest Center
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Rochester

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303 S.W. 6th Avenue, 55902
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Lisa Pritchard '84
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Lloyd A. Wells, M.D. '65
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St. Paul

Mr. Chris Yerkes '84
593 Laurel Avenue, 55102
(612) 227-1839 (H)
(612) 333-4594 (W)

MISSISSIPPI

University

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MISSOURI

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St. Joseph

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Mrs. Andrew Smulian (Rhonni)
Dan '95
270 Marinero Court, 33143
(305) 662-7826

Palm Beach

Mr. and Mrs. Loy Anderson
Loy '95
15 S. Lake Trail, 33480
(407) 833-0241

Dr. and Mrs. Arthur Burdett
Debby '86, Katy '90
126 Dolphin Road, 33480
(407) 844-0524

Mr. and Mrs. Daniel Hanley
Drew '93
417 Seabreeze Avenue, 33480
(407) 833-0180 (H)
(407) 650-0531 (W)

St. Petersburg

Dr. and Mrs. Dick Bower
Matt '95
1514 Brightwaters Blvd. N.E.,
33704
(813) 821-7407

GEORGIA*Marietta*

Agnes Brown
Angela '96
1090 Bugler Court N.E.
(404) 973-3774

ILLINOIS*Chicago*

Mr. and Mrs. Philip D. Block III
Philip '89, Margaret '92
1430 North Lake Shore Drive,
60610
(312) 642-3457

Mrs. Patricia Gordon
Peter '93, Scott '95
1420 North Lake Shore Drive
(312) 642-2798

Evanston

Cookie and Ken Neil
Kristin '89, Jonathan '92
2222 Lincoln Street, 60201
(708) 328-5295

Glencoe

Mr. and Mrs. David Schulte
Mike '93, Katherine '96
190 Hawthorne Avenue, 60022
(708) 835-4775

Naperville

Mr. and Mrs. Roshan Goel
Anjali '96
8 S. 326 Palomino Drive, 60540
(708) 416-0522 (H)
(708) 325-2400 (W)

Winnetka

Mark and Patty McGrath
Mark '88, John '91,
Megan '93
1147 Sheridan, 60093
(708) 446-8092

Woodbridge

Ms. Ginger Todd-Johnson
Elizabeth '96
2119 Wheeler, 60517
(708) 969-0250

IOWA*Waterloo*

Mr. and Mrs. Thomas Riley
Tricia '92
277 Sheridan Road, 50701
(319) 234-6561

KENTUCKY*Lexington*

Scott and Rita Gudorf
Erika '93, Genny '96
3621 Willow Spring, 40509
(606) 263-3812

MASSACHUSETTS*Andover*

Dr. and Mrs. Stanley Bedell
Mark '79, Chris '81, Brian '83,
Andy '92
9 Hemlock Road, 01810
(508) 475-6341

Mrs. Teresa Haddon
Benjamin '94
1 Wyncrest Circle, 01810
(508) 470-1256

Mrs. Alice Tung
Michael '93, Christina '95
8 Sparta Way, 01810
(508) 470-0427

Chatham

Eric and Lynne Hartell
Tina '91, Eric '93
330 Stage Harbor Road, 02633
(508) 945-2960

Chestnut Hill

Dr. Pamela Canter and
Dr. Howard Feldman
Lauren '93
65 Essex Road, 02167
(617) 566-2049

Duxbury

Mr. and Mrs. Quint Waters
Nat '95, Asa '96
P.O. Box 1974, 02331
(617) 934-6057

Lincoln

Mr. and Mrs. Howard Elkus
James '91, Jenny '92
35 Stonehedge Road, 01773
(617) 259-9066

Lynnfield

Steve and Shelley Baker
Marc '93, Kim '95, Allison '95
28 Heritage Lane, 01940
(617) 334-5273
(617) 593-5330 (W)

Wellesley

Dennis and Verity Powers
Chris '93
10 Livingston Road, 02181
(617) 235-3977

MAINE*Newcastle*

Mr. and Mrs. Stephen Dixon
Michael '90, Christopher '93
Glidden Street, 04553
(207) 563-5456

MARYLAND*Bel Air*

Dr. and Mrs. Keir B. Sterling
Ted '93
324 Webster Street, 21014
(410) 879-8536

Highland

Mrs. Mary Thaler
Megan '93
P.O. Box 5, 20777
(301) 854-3457

MICHIGAN*Detroit*

Ms. Colleen Miller
Kellee '94
14434 Grandmont, 48227
(313) 836-0027

Grosse Pointe Farms

Mr. and Mrs. Charles Glass
Charles '91, Carter '94
358 Chalfonte Avenue
Grossepoint Farms, 48236
(313) 884-3680

Mr. Richard Platt
Anne '97
381 Country Club Lane
48236
(413) 774-2500 (W)

MISSISSIPPI

Drew

Mr. and Mrs. Louis Miller
Blair '96
Route 1, Box 97, 38737
(601) 745-8883

NEW HAMPSHIRE

Hollis

Mr. and Mrs. Larry Denmark
David '95, Lisa '97
55 Irene Drive, 03049
(603) 465-2151

Nashua

Mr. and Mrs. David Gottesman
Eric '94
18 Indian Rock Road, 03063
(603) 889-4442

Rye

Mr. and Mrs. Harold Cail, Jr.
Adam '93
P. O. Box 661, 03870
(603) 436-4279

Rye Beach

Patricia and Stephen W. Foss
Jenifer '90
45 Fairway Drive, 03871
(603) 964-6808

NEW JERSEY

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Dr. and Mrs. Richard Fleming
Matthew '91, Alex '96
115 Stockton Street, 08540
(609) 921-1154

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J. R. '92
12 Sunset Drive, 07901
(908) 277-1106

NEW YORK

Albany

Margery and Michael Whiteman
Stephen '93
68 Willett Street, 12210
(518) 434-8991

Locust Valley

Mrs. Katherine R. Jollon
Alfred '90, Jeffrey '92,
Laurence '94, Katherine '96
P. O. Box 101, 11560
(516) 671-0888

Mr. Kisco

Mr. and Mrs. Joel Danziger
Sarah '96
Oak Tree Farm, RFD 4, 10549
(914) 666-7341

Nesconset

Dr. and Mrs. James Dana
Ali '93, Melissa '96
102 Browns Road, 11767
(516) 724-8868 (H)
(516) 689-7400 (W)

New York City

Mr. and Mrs. William Benedetto
Michael '89, William '92
420 E. 54th Street
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(212) 410-4669

Mr. and Mrs. Alexander Bing
Cynthia '91, Abigail '93
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Mrs. Patricia Gordon
Peter '93, Scott '95
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Mrs. Sonia Perez
Jennifer '94
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Mrs. Mary Perkowski
Sara '95, Douglas '96
1100 Park Avenue, 10128
(212) 996-4937

Tuxedo Park

Mr. and Mrs. Cornelius Madera Jr.
Meghan '94, Catlin '95
Lorillard Road, 10987
(914) 351-5222

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High Point

Mr. and Mrs. Hilmar Bott
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(910) 883-7121 (W)

Morganton

H. Dockery and Judith Teele
Walker '90, Nan '92
213 Riverside Drive, 28655
(704) 437-0314

New Bern

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John '94
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(919) 638-6579

OHIO

Canton

Theodore and Coretta Dewitt
Teddy '97
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Dayton

Dr. Margaret Rose
Lloyd '92
Singleton/Childress
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Mr. and Mrs. Bill Carey
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Bruce G. Hearey '68
Leif Dormsjo '93
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(216) 696-4700 (W)

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Oklahoma City

Mrs. Kathy Long
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OREGON

Portland

Mr. and Mrs. Hoichi Kurisu
Michiko '93
P. O. Box 23623, 97281
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(503) 244-5137 (W)

PENNSYLVANIA

Coopersburg

Mr. and Mrs. Penn Holsenbeck
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Mertztown

Mr. and Mrs. Toeruna Widge
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John and Suzan Cook
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Ginny Martin
Amy O'Neal '91
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(713) 527-4021 (W)

Arlene Rodriguez Slimmer
Joanna '94
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Apartment 754, 77080-2648
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Peter and Sally Smith
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Mr. and Mrs. Thomas Lawson
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(703) 992-1952

WASHINGTON

Longview

Dr. and Mrs. David Dowling
Jennifer '93, Rebecca '94
Mollie '97
1802 24th Avenue, 98632
(206) 577-6569

WISCONSIN

Prairie Farm

Mr. and Mrs. Steven Hearsh
Layla '92
244 7th Street, 54762
(715) 455-1629

DOMINICAN REPUBLIC

Santo Domingo

Manuel and Margarita Tavares
Juan '97
#103 Pedre Henriquez Urena
(809) 541-0014

ENGLAND

Oxfordshire

Robert and Susan Mathewson
Robert '94, John '95
16 High Street, Woodstock
0993-813021

HONG KONG

Mr. and Mrs. Richard Johannessen
Pristine '92
Flat 4A, 2 Shiu Fai Terrace
852-5-726576

SOUTH KOREA

Seoul

Mr. and Mrs. Nam Mok
James '94, Jay '95
1-105 Sung Buk Dong
Sung Buk Ku, 136-020
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(822) 753-5634 (W)

SAUDI ARABIA

Dhahran

Mr. and Mrs. David Kultgen
Michelle '94, Megan '96
ARAMCO Box 6700, 31311
966-3-872-0468 (H)
966-3-875-5329 (W)

U.S. VIRGIN ISLANDS

St. Thomas

Dr. and Mrs. Peter Curreri
Alexis '95
Harbor Ridge (Skyline Drive)
(809) 775-5519

St. Croix

Gam and Zarina Lee
Ernest '95, Justin '97
P. O. Box 100, Christiansted
(809) 692-9035

COLLEGE MATRICULATIONS FOR THE CLASS OF 1993

| <i>College</i> | <i>Admitted</i> | <i>Matriculated</i> | <i>College</i> | <i>Admitted</i> | <i>Matriculated</i> |
|-----------------------|-----------------|---------------------|--------------------|-----------------|---------------------|
| Allegheny | 1 | 1 | Lehigh | 11 | 1 |
| American U. | 3 | 1 | Macalester | 9 | 3 |
| American U./Paris | 4 | 2 | U. Maine | 2 | 1 |
| Amherst | 11 | 6 | MIT | 8 | 4 |
| Babson | 7 | 1 | U. Mass/Amherst | 31 | 3 |
| Bard | 2 | 1 | U. Mass/Boston | 1 | 1 |
| Barnard | 6 | 2 | McGill | 9 | 4 |
| Bates | 10 | 3 | U. of Michigan | 25 | 2 |
| Boston College | 19 | 4 | Mills | 3 | 2 |
| Boston U. | 45 | 4 | Mount Holyoke | 9 | 1 |
| Bowdoin | 3 | 1 | U. New Hampshire | 15 | 1 |
| Brandeis | 13 | 4 | New York Univ. | 10 | 2 |
| Brown | 44 | 16 | SUNY/Binghamton | 1 | 1 |
| Bryn Mawr | 5 | 2 | UNC/Chapel Hill | 4 | 2 |
| U. of Calif. Berkeley | 24 | 4 | UNC/Charlotte | 1 | 1 |
| Caldwell College | 1 | 1 | Northeastern | 7 | 1 |
| Cal. Tech. | 3 | 1 | Northwestern | 18 | 5 |
| Case Western | 3 | 1 | Oberlin | 5 | 1 |
| U. of Chicago | 20 | 3 | Penn State | 8 | 2 |
| Claremont McKenna | 4 | 2 | U. of Pennsylvania | 43 | 17 |
| Colby | 14 | 2 | U. Pittsburgh | 2 | 1 |
| Colgate | 15 | 3 | Pitzer | 6 | 1 |
| Colorado College | 15 | 3 | Pomona | 7 | 2 |
| U. of Colorado | 17 | 9 | Princeton | 16 | 9 |
| Columbia | 22 | 8 | Providence | 3 | 2 |
| Concordia U./Canada | 1 | 1 | Reed | 6 | 2 |
| Connecticut College | 8 | 1 | RISD | 1 | 1 |
| U. Conn. | 3 | 1 | Rice | 4 | 2 |
| Cornell | 29 | 14 | U. Rochester | 10 | 2 |
| Dartmouth | 15 | 5 | St. Andrews/Scot. | 4 | 2 |
| Davidson | 1 | 1 | U. San Diego | 2 | 2 |
| Duke | 20 | 7 | Smith | 7 | 3 |
| Emory | 17 | 2 | SMU | 1 | 1 |
| U. Florida | 5 | 1 | Stanford | 24 | 12 |
| Fordham | 2 | 1 | Syracuse | 21 | 3 |
| Franklin & Marshall | 4 | 1 | U. Texas/Austin | 3 | 1 |
| George Washington | 5 | 3 | Trinity | 16 | 2 |
| Georgetown | 35 | 12 | Tufts | 18 | 1 |
| Georgia Tech | 3 | 1 | Union | 5 | 3 |
| Grinnell | 4 | 1 | Vanderbilt | 13 | 7 |
| Hamilton | 10 | 1 | U. Vermont | 23 | 6 |
| Hartwick | 1 | 1 | Villanova | 1 | 1 |
| Harvard | 23 | 19 | U. Virginia | 7 | 2 |
| Haverford | 9 | 3 | Wash. & Jefferson | 1 | 1 |
| Hawaii Pacific U. | 1 | 1 | Washington U. | 14 | 3 |
| U. Hawaii/Manoa | 2 | 1 | U. Washington | 2 | 1 |
| Hobart | 3 | 1 | Wellesley | 11 | 5 |
| Holy Cross | 6 | 1 | Wesleyan | 32 | 12 |
| Howard | 4 | 1 | W. Va. Wesleyan | 2 | 1 |
| Ithaca | 8 | 3 | Wheaton | 3 | 1 |
| Johns Hopkins | 23 | 1 | Williams | 8 | 3 |
| Kenyon | 8 | 2 | U. Wisconsin | 7 | 1 |
| Lafayette | 6 | 2 | Yale | 25 | 18 |
| Lake Forest | 1 | 1 | | | |



STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION 1993-94

| | | | | | | Girls | Boys | Total |
|----------------------|-----|--|------|--|-------------------------|-------|------|-------|
| | | | | | | | | |
| U.S.V.I. & P.R. | 5 | Oregon | 4 | | | | | |
| Massachusetts | 473 | Washington | 2 | | Seniors | 179 | 190 | 369 |
| Rhode Island | 6 | Alaska | 0 | | Uppers | 165 | 161 | 326 |
| New Hampshire | 47 | | | | Loweres | 138 | 157 | 295 |
| Maine | 14 | TOTAL U.S. | 1108 | | Juniors | 117 | 104 | 221 |
| Vermont | 14 | | | | | | | |
| Connecticut | 31 | | | | | 599 | 612 | 1211 |
| New Jersey | 29 | <i>Based on place of current residence, not citizenship.</i> | | | | | | |
| New York | 151 | | | | Total Boarding Students | | | 903 |
| Pennsylvania | 29 | | | | Total Day Students | | | 308 |
| Delaware | 5 | Australia | 1 | | | | | |
| District of Columbia | 6 | Bermuda | 1 | | TOTAL | | | 1211 |
| Maryland | 7 | Canada | 8 | | | | | |
| Virginia | 11 | Republic of China | 3 | | | | | |
| West Virginia | 1 | People's Republic of China | 4 | | | | | |
| North Carolina | 14 | Czechoslovakia | 1 | | | | | |
| South Carolina | 6 | Denmark | 1 | | | | | |
| Georgia | 3 | France | 2 | | | | | |
| Florida | 22 | Germany | 3 | | | | | |
| Alabama | 1 | Great Britain | 3 | | | | | |
| Tennessee | 4 | Hong Kong | 13 | | | | | |
| Mississippi | 2 | Indonesia | 2 | | | | | |
| Kentucky | 6 | Italy | 2 | | | | | |
| Ohio | 19 | Ivory Coast | 1 | | | | | |
| Indiana | 4 | Jamaica | 1 | | | | | |
| Michigan | 11 | Japan | 1 | | | | | |
| Iowa | 2 | Korea | 12 | | | | | |
| Wisconsin | 6 | Madagascar | 1 | | | | | |
| Minnesota | 1 | Norway | 2 | | | | | |
| South Dakota | 1 | Oman | 1 | | | | | |
| North Dakota | 0 | Pakistan | 1 | | | | | |
| Montana | 2 | Poland | 1 | | | | | |
| Illinois | 25 | Russia | 6 | | | | | |
| Missouri | 6 | San Marino | 1 | | | | | |
| Kansas | 2 | Saudi Arabia | 12 | | | | | |
| Nebraska | 1 | Singapore | 1 | | | | | |
| Louisiana | 2 | South Africa | 2 | | | | | |
| Arkansas | 1 | Spain | 3 | | | | | |
| Oklahoma | 2 | Switzerland | 1 | | | | | |
| Texas | 27 | Thailand | 3 | | | | | |
| Colorado | 6 | Turkey | 2 | | | | | |
| Wyoming | 3 | Uganda | 2 | | | | | |
| Idaho | 0 | United Arab Emirates | 3 | | | | | |
| Utah | 1 | Uruguay | 1 | | | | | |
| Arizona | 3 | Venezuela | 1 | | | | | |
| New Mexico | 3 | | | | | | | |
| Nevada | 2 | Total International | 103 | | | | | |
| California | 82 | Total U.S. | 1108 | | | | | |
| Hawaii | 3 | | | | | | | |
| Pacific Islands | 0 | SCHOOL TOTAL | 1211 | | | | | |





TRUSTEES, ADMINISTRATION AND FACULTY

TRUSTEES

DAVID M. UNDERWOOD '54
B.A.
President
elected 1983
elected president 1989
Houston, Texas

BARBARA LANDIS CHASE
A.B., M.L.A.
Clerk
elected 1994
Andover, Massachusetts

FREDERICK W. BEINECKE '62
B.A., J.D.
Treasurer
elected 1980
elected treasurer 1989
New York, New York

CYNTHIA EATON BING AA '61
B.A.
elected 1991
New York, New York

STEPHEN BRADNER BURBANK '64
A.B., J.D.
elected 1980
Philadelphia, Pennsylvania

RICHARD GOODYEAR '59
B.A., LL.B.
elected 1989
Houston, Texas

CLINTON JANSEN KENDRICK '61
B.A.
elected 1990
Bedford, New York

WILLIAM MILTON LEWIS, JR. '74
M.B.A., A.B.
elected 1990
New York, New York

JOHN D. MACOMBER '46
B.A., M.B.A.
elected 1987
Washington, D.C.

ELIZABETH PARKER POWELL AA '56
B.A., M.A., M.B.A.
elected 1980
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN AA, '66
B.A.
elected 1988
Washington, D.C.

ALEXANDER B. TROWBRIDGE '47
B.A.
elected 1985
Washington, D.C.

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B.A., M.B.A.
elected 1994 for four years
New York, New York

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Lexington, Massachusetts

DAINIEL P. CUNNINGHAM '67
A.B., J.D.
Co-Chairman of the Alumni Fund
elected 1994 for two years
Lexington, Massachusetts

SHELLY D. GUYER '78
A.B., M.B.A.
elected 1992 for four years
San Francisco, California

MARY CAMP HOCH '78
B.A., M.B.A.
President, Alumni Council
elected 1994 for two years
London, England

SHIRLEY YOUNG A '51
B.A.
elected 1994 for four years
Grosse Point, Michigan

TRUSTEES EMERITI

PHILIP KIRKHAM ALLEN '29
A.B.
1969-1980
Westwood, Massachusetts

WILLIAM WADE BOESCHENSTEIN '44
S.B.
1971-1990
Perrysburg, Ohio

GEORGE BUSH '42
A.B.
1967-1980
Houston, Texas

MELVILLE CHAPIN '36
A.B., J.D.
1974-1989 (president 1981-1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31
A.B.
1968-1981
Dover, Massachusetts

RICHARD LEE GELB '41
A.B., M.B.A.
1976-1994
New York, New York

ROBERT LIVINGSTON IRELAND III '38
A.B., LL.B.
1960-1990
New York, New York

CAROL HARDIN KIMBALL AA, '53
A.B.
1974-1991
Lyme, Connecticut

CHARLES APPLETON MEYER '35
A.B.
1969-1988 (treasurer 1976-1988)
Lake Forest, Illinois

JOHN USHER MONRO '30
A.B.
1958-1983
Jackson, Mississippi

GERARD PIEL '33
A.B., D.Sc., Litt. D., L.H.D., LL.D.
1969-1985
New York, New York

OFFICE OF THE HEAD OF SCHOOL

BARBARA LANDIS CHASE
Head of School
A.B. Brown University
M.L.A. Johns Hopkins University

JOHN BACHMAN
*Executive Assistant to the
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A.B., M.A., Ph.D.

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FRANK L. HANNAH
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ANDREW J. CLINE
West Quadrangle North Cluster
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B.A., M.A., Ph.D.

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Dean of Studies
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Registrar
A.B.

EDITH L. WALKER
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Studies*
B.A., M.A., C.A.S.

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Director of Annual Fund
B.A., M.A.

LINDA MASON-SMITH
Director of Parent Fund
B.A., M.B.A.

JOSEPH B. WENNICK
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B.A.

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Director of Athletics
B.S.

KATHERINE ANNE HENDERSON
Assistant Director of Athletics
B.S., M.S.

ANDOVER FACULTY

The date following the name indicates the year the instructor joined the Andover faculty.

This reflects the faculty for the 1993-94 school year.

DONALD B. ABBOTT (1991)

Acting Director of Capital Development

B.A. Yale; B.D. Episcopal Theological School

JORDAN ADAIR (1991)

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B.A. William and Mary
M.A. Northeastern

WILLIAM L. ALBA (1992)

Instructor in Chemistry

A.B. Cornell

Ph.D. Univ. of California (Berkeley)

MAX ALOVISETTI (1986)

Director, Psychological Services,

Chair, Psychology Department,

Instructor in Psychology

B.A., M.A. City College of NY

Ph.D. University of Rhode Island

STEPHEN S. ANDERSON (1991)

Instructor in Biology

B.A. Susquehanna University

M.S. Bucknell

M.A.T. Cornell

STEVEN ANKNER-MYLON (1989)

(on leave)

Instructor in Physics

B.S., B.A. Tufts

ELIZABETH G. AUREN (1991)

Instructor in Music

B.M., M.M. Eastman School of

Music

VINCENT B. J. AVERY (1976)

Dean of Pine Knoll Cluster

Instructor in Religion and Philosophy

on Margaret & Maurice Newton

Teaching Foundation

S.T.L. Gregorian

S.T.D. Academia Alphonsiana,

Rome

JOHN E. BACHMAN (1987)

Executive Assistant to Headmaster

Instructor in History and Social

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Director of Planned Giving
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Instructor in Chemistry
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B.S., M.S. Univ. of New Hampshire
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Instructor in Mathematics
Sc.B. Brown
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Instructor in Music
B.A. University of Lowell
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B.A. Yale
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Instructor in German
A.B. Wesleyan
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B.A. Hampton University
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Director PALS Program
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B.S. Trinity
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Instructor in Art
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Instructor in History and Social Science
B.A. University of York, U.K.
Postgraduate Certificate of Education, University of Oxford, U.K.
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Instructor in Mathematics on the Jonathan French Foundation
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Instructor in History and Social Science
B.A. Northwestern
S.T.B. The General Theological Seminary
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Director of Annual Fund
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Director, Aga Khan Collaboration
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- GEORGE HOWARD EDMONDS (1961) (on leave)
A.B. Amherst
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Acting Secretary of the Academy
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Senior Associate Dean of Admission
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House Counselor
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Instructor in Biology
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Instructor in Chemistry
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Instructor in English on Francis C. Robertson Bicentennial Instructorship
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Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
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Instructor in History and Social Science on the Martha Cochran Foundation
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Instructor in Theater
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Co-House Counselor
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*Director of Public Information,
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B.A. Yale
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Instructor in Physics and Astronomy
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Instructor in Biology
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*Instructor in History and Social
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Psychological Counselor
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House Counselor
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Instructor in English
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Instructor in French
Licence Anglais, La Sorbonne
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B.S. Yale
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B.S. St. Lawrence University
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Visiting Scholar in Russian
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Instructor in Classics and History on the Alfred Ernest Stearns Teaching Foundation
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Director Information Services
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Director of Computing and Support Services
B.A. Carlow College
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Instructor in Math
M.S. Moscow School of Education
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Instructor in Art on the Independence Teaching Foundation Endowment
B.A. Harvard
M.Arch. Harvard Graduate School of Design
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Instructor in History and Social Science and Music on the Marguerite Capen Hearsey Instructorship, Director of Urban Studies Institute
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Instructor in History and Social Science on the Independence Teaching Foundation
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Instructor in Chemistry
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House Counselor
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Director of Parent Fund
B.A. Middlebury
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Instructor in Spanish
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Instructor in Spanish
A.B. Lake Erie; M.A. Middlebury
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Dean of Studies, Instructor in Religion and Philosophy
A.B. Smith
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Assistant Dean of Admission
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Headmaster on the Foundation in honor of John P. Stevens, Jr. Instructor in History and Social Science
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Director of Athletics on the John H. Castle, Jr. Instructorship
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Registrar, Instructor in Mathematics
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Instructor in Spanish
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Director of the Oliver Wendell Holmes Library on the Abbot Stevens Foundation for Director of Library
B.A. West Virginia University
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Instructor in Biology
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Instructor in Classics and Modern Languages on the John Charles Phillips Foundation, Chair
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Instructor in English
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Instructor in Mathematics, Director of Andover Dartmouth Summer Institute
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Director of School Year Abroad in Barcelona
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Instructor in Art, Archivist
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Instructor in English on the Frederick W. Beinecke Teaching Foundation
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- JOHN M. REYNOLDS (1989)
Director of Addison Gallery of American Art on the Mary Stripp Kemper and R. Crosby Kemper Addison Gallery Directorship
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- JOHN RICHARDS, II (1959)
Instructor in History and Social Science on the Alfred Lawrence Ripley Foundation
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Director of the Work Program
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Assistant Director of College Counseling
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Instructor in Physical Education & Athletic Trainer
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Instructor in Physics
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Instructor in Japanese
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Instructor in Ballet
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Visiting Scholar in Art on the Visiting Scholar Chair
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- JOHN STRUDWICK (1984)
Dean of Abbot Cluster, Instructor in History and Social Science
B.Sc. London School of Economics; M.A. Queens Univ.
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- HALE STURGES, II (1965)
Instructor in French on Frederick W. Beinecke Teaching Foundation
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- LISA JOHNSON SVEC (1986-89, 1990)
Chair, German Department; Instructor in German
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M.A. Tufts
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- ELWIN SYKES (1973)
(on leave)
Instructor in English
A.B., M.A. Harvard
- REBECCA M. SYKES (1976-84, 1988)
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B.A. Principia College
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*Instructor in Music on John H.
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Instructor in Mathematics
A.B. Harvard
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B.A. Wesleyan
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Recruitment of Teachers*
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B.M., M.M. New England
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ADMINISTRATORS

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*Assistant Director of Capital
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B.A. Hamilton

HUGO DE LA ROSA (1993)
Associate Director of Annual Giving
A.B. Brown

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B.A. University of New Hampshire

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A.B. Bowdoin
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A.B. Harvard

TEACHING FELLOWS 1993-94

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ABBOT ACADEMY EMERITI

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Director of Food and Housing, Emerita 1948-1962
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JOHN BROMHAM HAWES, ED.M.
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Director of Admissions and Instructor in Mathematics and Navigation, Emeritus 1938-1972
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Instructor in English, Dean of the Faculty, Associate Headmaster, Emeritus 1950-1974
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Assistant to the Headmaster and Director of Admissions, Emeritus 1934-1975
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1952-1985
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MICHAEL EDWARD MOSCA, M.B.A.
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1966-1985
Lawrence, Massachusetts

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1965-1985
Madrid, Spain

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M.A.
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Cornish, New Hampshire

HILDA STROOP WHYTE, M.S.
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Emerita* 1967-1985
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SAMUEL IRVINE ALLISON
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Instructor in French, Emeritus
1968-1986
Barnstable, Massachusetts

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*Assistant to the Comptroller,
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Nashua, New Hampshire

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Director of Financial Aid, Emeritus*
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M.A.
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1953-1987
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JAMES LEIGHTON BUNNELL, M.A.
*Instructor in History and Social
Science, Director of Andover
Summer Session, Emeritus* 1967-1988
Savannah, Georgia

J. LAURENCE POWELL, S.B.
*Consultant to the Science Division,
Assistant to the Director of
Computing, Emeritus* 1980-1988
Barrington, Rhode Island

LOUIS JOHN HOITSMA, JR., Ed.M
Instructor in Mathematics, Emeritus
1953-1989
Williamsburg, Virginia

JEAN CRAWFORD MCKEE, B.A.
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Admission, Emerita* 1974-1989
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1972-1991
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Germany

AUDREY NYE BENSLEY
(AA 1965)
Instructor in Art 1965-1993
Andover, Massachusetts

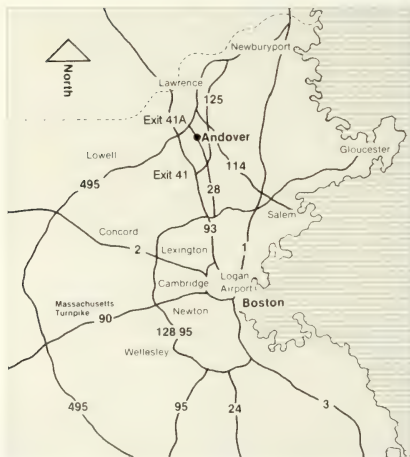
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for two miles. Turn right onto Route 28 and go north about four miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-9577 for up-to-date information.



INNS AND MOTELS IN THE AREA

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

The Andover Marriott
123 Old River Road, Andover
(508) 975-3600, (800) 228-9290 (at Route 93)

Comfort Suites
106 Bank Road, Haverhill
(508) 374-7755 (Exit 49 off Route 495)
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive, Andover
(508) 794-0700, (800) 321-2211
(next to Marriott Hotel)

Holiday Inn-Tewksbury/Andover
(508) 640-9000 (Route 495 and Route 133)

The Inn
224 Winthrop Avenue, Lawrence
(508) 975-4050 (Route 114 and Route 495)

Merrimack Valley Country Inn
Route 125, Chickering Road, North Andover
(508) 688-1851

Ramada Hotel Rolling Green
311 Lowell Street, Andover
(508) 475-5400 (junction Routes 93 and 133)

Residence Inn by Marriott
Andover Street, Tewksbury
(508) 640-1003 (off Route 495)

The Sheraton Inn
50 Warren Street, Lowell
(508) 452-1200

Susse Chalet
1695 Andover Street, Tewksbury
(508) 640-0700 (Route 133 and 495)

Tage Inn
131 River Road, Andover
(508) 685-6200, (800) 322-8243 (at Route 93)



Andover is a thirty minute drive from downtown Boston.



CAMPUS MAP

| | | | |
|-----|--|-----|--|
| 1 | Abbey House* | 43 | George Washington Hall |
| 2 | Abbot Hall | 44 | Graham House (Psychology) |
| 3 | Abbot Stevens House* | 45 | Graves Hall (Music) |
| 4 | Adams Hall* | 46 | Hall House* |
| 5 | Addison Art Gallery | 47 | Hardy House (Admission Office) |
| 6 | Alfred E. Stearns House* | 47A | Hearsey House* |
| 7 | Alice T. Whitney House* | 48 | Henry L. Stimson House* |
| 8 | Alumni House* | 49 | Isham Infirmary* |
| 9 | Phillips Hall | 50 | Johnson Hall* |
| 10 | America House* | 51 | Junior House* |
| 11 | Andover Cottage* | 51A | McKeen Hall |
| 12 | Andover Inn | 52 | Memorial Bell Tower |
| 13 | Arts and Communications Center | 53 | Morse Hall (Mathematics) |
| 14 | Bancroft Hall* | 54 | Morton House* (Alumnae) |
| 15 | Bartlet Hall* | 55 | Nathan Hale House* |
| 16 | Benner House (Art) | 56 | Newman House* |
| 17 | Bertha Bailey House* | 57 | Newton-Hinman House* |
| 18 | Bishop Hall* | 58 | Nineteen Twenty-Four House |
| 19 | Blanchard House* | 59 | Office of Physical Plant |
| 20 | Borden, Memorial and Abbot Gymnasiums | 60 | Oliver Wendell Holmes Library |
| 21 | Bulfinch Hall (English) | 61 | Park House* |
| 22 | Burt House* | 62 | Paul Revere Hall* |
| 22A | Carriage House* | 63 | Pearson Hall (Classics) |
| 23 | Carter House* | 64 | Pease House* |
| 24 | Case Memorial Cage | 65 | Pemberton Cottage* |
| 25 | Chapin House | 66 | Phelps House* |
| 26 | Churchill House* | 67 | Power Plant |
| 27 | Claude M. Fuess House* | 68 | R.S. Peabody Foundation and Archaeological Museum |
| 28 | Clement House* | 69 | Rockwell Hall* |
| 29 | Cochran Chapel | 70 | Samaritan House* |
| 30 | Commons (Dining Hall) | 71 | Samuel Phillips Hall (History and Modern Foreign Languages) |
| 31 | Cooley House | 72 | Smith House* |
| 32 | Day Hall* | 73 | Stott Cottage |
| 33 | Double Brick House* | 74 | Stowe House* |
| 34 | Draper Cottage | 75 | Stuart House |
| 35 | Draper Hall | 76 | Sumner Smith Hockey Rink |
| 36 | Eaton Cottage* | 77 | Taylor Hall* |
| 37 | Elbridge Stuart House* | 78 | Thompson House* |
| 38 | Evans Hall (Science) | 79 | Tucker House* |
| 39 | Flagg House* | 80 | Williams Hall* |
| 40 | Foxcroft Hall* | | |
| 41 | French House* | | |
| 42 | Frost House* | | |

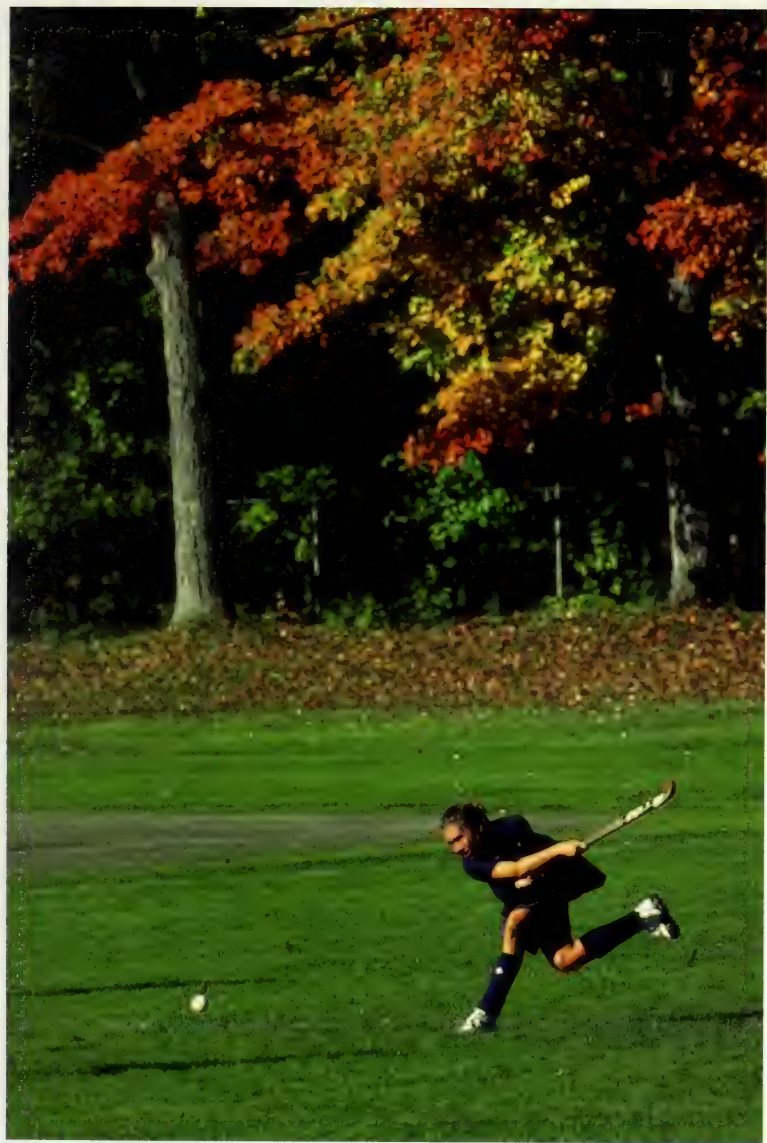
*Dormitory



ANDOVER

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CALENDAR

1994-95

Fall Term

| | |
|-------------------------|------------------------------------|
| Sept. 6, Tues. | Faculty return |
| Sept. 10, Sat. | New students arrive and register |
| Sept. 12, Mon. | Old students return and register |
| Sept. 14, Wed. | Classes begin |
| Oct. 21, Fri. | Mid-term academic review |
| Oct. 28-30 Fri.-Sun. | Parents' Weekend (all parents) |
| Oct. 31, Mon. | College Visiting Day (no classes) |
| Nov. 22, Tues. | Thanksgiving vacation begins, 1 PM |
| Nov. 28, Mon. | Thanksgiving vacation ends, 8 PM |
| Dec. 5, Mon. | Classes end, 1 PM |
| Dec. 10, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|---------------|---------------------------------|
| Jan. 3, Tues. | Winter vacation ends, 8 PM |
| Feb. 3, Fri. | Mid-term academic review |
| Feb. 6, Mon. | Mid-winter holiday (no classes) |
| Mar. 6, Mon. | Classes end, 1 PM |
| Mar. 11, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|------------------------|-----------------------------------|
| Mar. 28, Tues. | Spring vacation ends, 8 PM |
| Apr. 17, Mon. | College Visiting Day (no classes) |
| Apr. 28, Fri. | Mid-term academic review |
| May 26, Fri. | Classes end, 3 PM |
| June 4, Sun. | Commencement |
| June 9-11 Fri.-Sun. | Alumni Reunions |
| June 29, Thurs. | Summer Session begins |
| Aug. 9, Wed. | Summer Session ends |

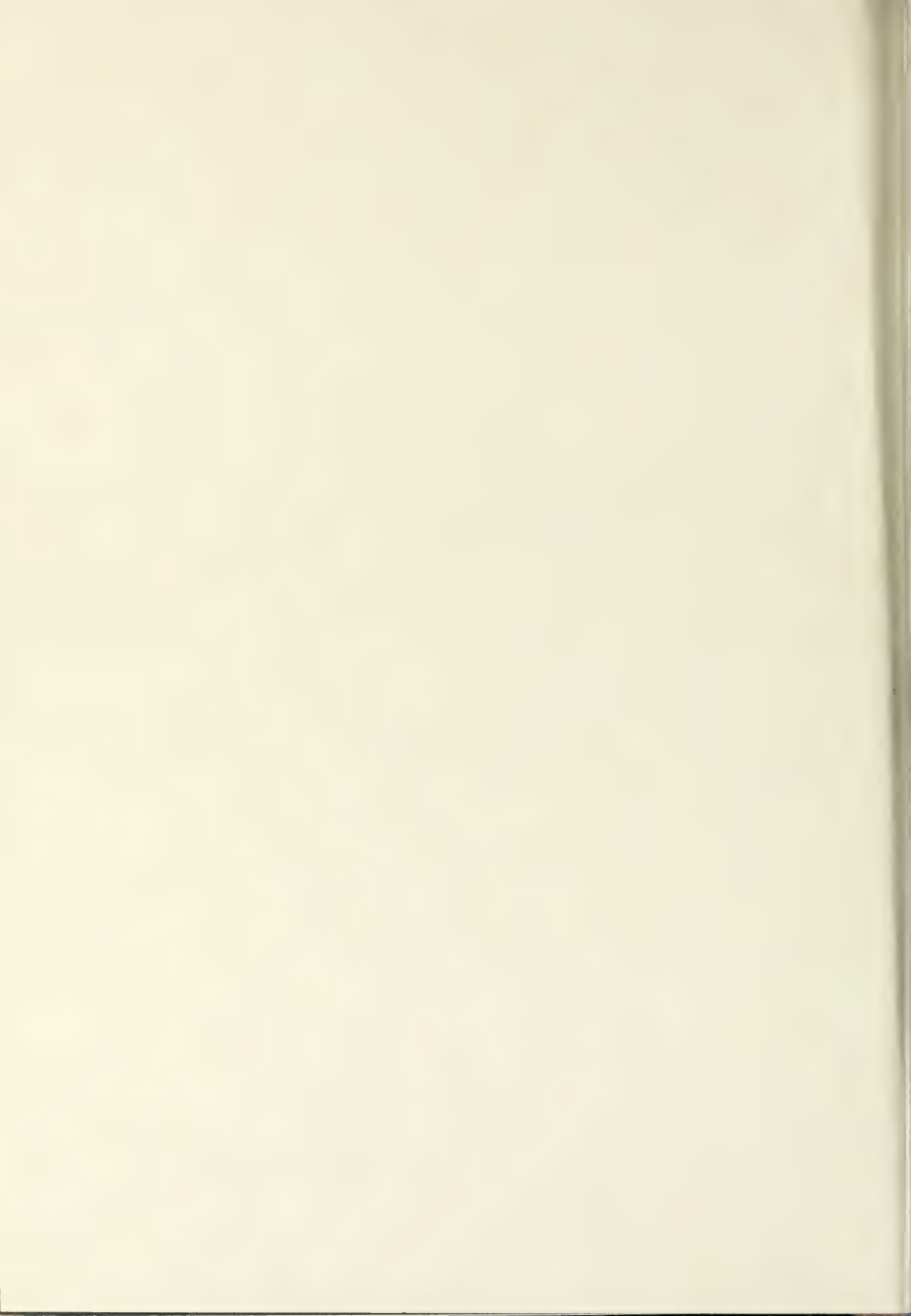


PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS 01810-4166

Andover
Course of Study
1995-96



Phillips Academy
Andover, Massachusetts



Andover

Course of Study

1995-96

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Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher learning institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an academic adviser who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements and the student's particular interests. Students should familiarize themselves with the academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week classes are scheduled to meet according to varying patterns: some for four 45-minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special Courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Greek, Italian, Latin and Japanese. These 10–20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10–20 course as a diploma requirement. Seniors with a demonstrated language weakness may take a three-term sequence in *Etymology* (Classics 31), *Structure of Classical Languages* (Classics 35) and a language 13 course. This sequence fulfills the language requirement with permission of the director of foreign languages.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A & AB), Economics (2), English Language and Literature, European History, French Language & Literature, German, Government & Politics (2), Latin (2), Mathematics (AB & BC), Music Listening, Music Theory, Physics (C), Psychology, and Spanish Language and Literature.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Being granted an Independent Project requires the availability of a faculty mentor to supervise the project; a favorable evaluation of the merits of the proposal; and final approval by the dean of studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs and opportunities. *Participation in any of these requires the prior permission and approval of the dean of studies.*

The Washington Intern Program, in which Andover joins with Exeter, allows a group of Uppers and Seniors to spend the spring term living together in Washington and working in the offices of U. S. senators and congressmen. (See the History section.)

The Mountain School Program of Milton Academy is a trimester-long program for 11th graders that offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. Phillips Academy students may participate fall term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on the Mountain School farm, which supplies most of the food and heat for the school.

Uppers may also participate in the Maine Coast Semester during the fall. Students continue their academic courses, but during afternoon hours engage in physical work and challenges, and study coastal ecology within the small school community.

Selected students enrolled in Spanish may elect a residential winter term in Madrid, Spain, as part of an exchange program.

Selected students of French may spend the winter term in Antibes, France, attending local schools and living with families in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Ivory Coast or Russia.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Students may also elect to spend the fall term in China through this program. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their academic adviser or the dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chair of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents understand the curriculum, and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term occasionally are advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Academic Advising

Each student has an academic adviser; this faculty member is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations—insofar as they can be identified—are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

The adviser meets with the new student during the orientation prior to the opening of school in September to review and approve the course selections the student has made during the summer or spring. Subsequently the student meets with his or her adviser midway through each term to make or confirm course selections for the upcoming term and to review long-term plans.

From time to time during the academic year, the house counselor or day student counselor will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes and

their respective academic advisers will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The academic adviser will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, six in history and social science (two in *Social Science 10*, three in U.S. history, and one 40 level history or social science credit), two full-year courses in laboratory science, two trimesters of art (usually *Visual Studies 1—Art 10*, and *Visual Studies 2—Art 15*), two trimesters of music (usually *The Nature of Music—Music 20*, and one other) and nine of English—these to include *English 100* (for all entering Juniors), a yearlong course of competence in writing and reading, and a three-trimester sequence of general literature.

In order to be eligible for a diploma, all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower must pass *Physical Education 10* in addition to required athletics; all three- and four-year students must pass, prior to graduation, a one-trimester course offered by the Department of Philosophy and Religious Studies. Entering Lower must earn a total of three credits in art and music, with a least one in each area. Entering Uppers need pass only one trimester of either art or music at the academy. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous foreign language experience must pass a 10–20 course in a foreign language or an equivalent yearlong sequence in language structure. A Senior must earn a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

Credits (trimester) required for the diploma are:

| | |
|----------------------|------|
| For Entering Juniors | — 54 |
| For Entering Lower | — 51 |
| For Entering Uppers | — 48 |
| For Entering Seniors | — 48 |

Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the faculty has voted the following guidelines, which are in addition to the diploma requirements listed above. These represent what the faculty *strongly urges* students to do. The academic advisers recognize that there will always be some acceptable student programs which do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses designated 'advanced' or honors courses may carry a four-course program. (See below.)

All Juniors and Lower students should take English, mathematics and foreign language every term.

By the end of Lower year, each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science (a yearlong or three terms) in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of art, music or theater.

All three-and four-year students will be advised to take more than the minimum diploma requirements in the arts (art, music, theater and dance).

Advanced Courses

The following have been designated advanced courses (see guideline above): *Art*: 29 level and above; *English*: 400 level and above; *Foreign Language*: 40 level and above; *History*: 50 level and above, plus 40 level courses not being taken to meet diploma requirements; *Mathematics*: 51 and above; *Music*: 40 level and above; *RelPhil*: 40 level and above; *Sciences*: 50 level and above; *Theatre*: 51, 52, 53.

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses that they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some *initial* specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

Planning a Program of Studies at Andover

JUNIOR YEAR

Each trimester a Junior must take six courses; two of these meet only three times per week. All will take *Social Science 10*; about half the class will take *Art 11*, and the other half *Music 21*. Those taking art will be required to take *Music 20* or its equivalent during the Lower year and one other term of music prior to graduation; those who take music will take *Art 10* during the Lower year and *Art 15* sometime before graduation. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

- | | |
|---------------------|--|
| 1. Math | enter the sequence by placement of the department; |
| 2. Foreign Language | begin the sequence (usually a yearlong course at the 10 level); |
| 3. English | <i>English 100</i> |
| 4. History | <i>Social Science 10</i> |
| 5. Arts | <i>Art 11</i> or <i>Music 21</i> |
| 6. Elective | usually a yearlong science, or Classics, Computer, another Language, Physical Education, RelPhil, Study Skills or Theater. |

LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

- | | |
|---------------------|---|
| 1. Mathematics | enter the sequence by placement of the department; |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | enter the sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Language, Music, Physical Education, RelPhil, Science, Study Skills or Theater. |

Returning Students

- | | |
|---------------------|---|
| 1. Mathematics | continue the sequence; |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue the sequence (<i>English 200</i>); |
| 4. Elective | usually a yearlong Science; |
| 5. Elective | Art, Classics, Computer, History, another Language, Music, Physical Education, RelPhil, Science, Study Skills or Theater. |

Returning Lower students who took *Art 11* as a Junior must take *Music 20* during the Lower year; those who took *Music 21* must take *Art 10*.

A student wishing to participate in the *School Year Abroad Program* during their Upper Middle or Senior year should discuss these plans with the academic adviser and seek guidance for the selection of courses for the Lower Middle year. Participation in any off-campus project or program must be approved by the dean of studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior years, a student must accumulate a minimum of 27 trimester units. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in the June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests in May of their Upper Middle year. As a matter of general policy academic advisers encourage "depth" in the selection of courses for the Upper Middle year. In selecting courses students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

- | | |
|---------------------|--|
| 1. Mathematics | enter the sequence by placement of the department; |
| 2. Foreign Language | enter the sequence by placement of the department; |
| 3. English | begin the sequence (<i>English 301, 310 or 311</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology or Theater. |

Returning Students

- | | |
|---------------------|---|
| 1. Mathematics | continue the sequence; |
| 2. Foreign Language | continue the sequence; |
| 3. English | continue the sequence (<i>English 300, 310 or 311</i>); |
| 4. History | usually <i>History 30 (T2), 31 (The United States)</i> ; |
| 5. Elective | Art, Computer, another English, History, another Mathematics, another Language, Music, RelPhil, Science, Study Skills, Psychology or Theater. |

Participation in any off-campus project or program must be approved by the dean of studies.

SENIOR YEAR

During the Upper Middle year and Senior year, a student must accumulate a minimum of 27 trimester units. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course.

A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements (international students: see page 5). A Senior's program should resemble the following outline.

New Students

- | | |
|---------------------|---|
| 1. Mathematics | enter the sequence by placement of the department; if the requirement is not yet satisfied enter <i>Mathematics 39 or 40</i> ; |
| 2. Foreign Language | enter the sequence by placement of the department if the requirement is not satisfied; |
| 3. English | as placed by the department; |
| 4. Elective | |
| 5. Elective | Art, Computer, another English, History, another Mathematics, a 10–20 Language, Music, RelPhil, Science, Psychology, Theater or Study Skills. |

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the 400 and 500 level each term.

Course Enrollments and Cancellations

The school reserves the right to cancel, at any time up to the third day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain written permission from his or her academic adviser, then make an appointment with the scheduling officer in George Washington Hall to complete the process. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. No course may be dropped after the end of the third week of classes of any term. Students wishing to drop yearlong or Two-Term (T2) courses prior to the normal end of the course, and after the first five calendar class days of the course, may do so only by gaining the approval of a group of five: the department chair, the dean of studies, the student's counselor, academic adviser and instructor. Credit is granted at the discretion of the department chair and only if the student is passing the course at the time it is dropped, and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination, although it is often advisable for the student to repeat the course. Spring Term Senior Failures may be made up only following commencement.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1995-96 as follows:

| | |
|------------|---|
| October 14 | SAT I and SAT II |
| October 21 | PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) |
| November 4 | SAT I and SAT II |
| December 2 | SAT I and SAT II |
| January 27 | SAT I and SAT II |
| May 4 | SAT I and SAT II |
| June 1 | SAT I and SAT II |
| May 6-17 | AP (Advanced Placement Examinations) |

NOTE: Most students should plan to take the June 1 exams at a test center near their home, not on campus.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and IBM-compatible computers. The center is open during the regular operating hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the school and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the computer center.

Voter Registration

In compliance with Massachusetts law, the school makes available affidavits of voter registration through the registrar's office.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Mathematics 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 26-123*). A number ending in a single digit "1," "2," or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name [Example: *Physics 58-12 Advanced Placement Physics (T2)*]. Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Beside each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

| <i>Final Digit:</i> | <i>Indicates:</i> |
|---------------------|--|
| 0 | Yearlong course |
| 1 | Course offered in fall trimester |
| 2 | Course offered in winter trimester |
| 3 | Course offered in spring trimester |
| 4 | T2 course offered in fall and winter |
| 5 | T2 course offered in winter and spring |

Course Descriptions

Art

The Art Department announces the opening of the Elson Art and Communications Center. Our newly renovated, redesigned and consolidated facilities include a state-of-the-art life/safety ventilation system, all-new visual studies, two-dimensional and three-dimensional design studios, and an electronic imaging center comprised of a computer graphics classroom/lab, five video editing rooms and a video production/viewing studio.

The diploma requirements in art are as follows: Juniors must take either a yearlong course in art (*Art 11-0*) or a yearlong course in music (*Music 21-0*). Those who take art as a Junior must take two trimesters of music during the subsequent three years. Those who take music as a Junior must take *Visual Studies 1* and 2 (*Art 10* and *Art 15*). Entering Lowers must take a total of three trimesters of art and music selecting two trimesters in one area and one in the other. Those who select two trimesters of art must take *Art 10* and *Art 15*. Entering Uppers must take a trimester of art (*Art 10*) or music. Entering Seniors have no diploma requirement in art. Students who are making a two term commitment in art for the diploma requirement are advised to take *Art 10* and *Art 15* in back-to-back terms.

Completion of the diploma requirement in art is the prerequisite for all elective courses. Since diploma requirements vary for individual students, depending on when they enter the school, so does the prerequisite. For entering Juniors, the prerequisite is either *Art 11* or *Art 10* plus *Art 15*. For entering Lowers the prerequisite is *Art 10* plus *Art 15* if they choose to take one music course for the diploma requirement, but only *Art 10* if they choose to take two music courses. For entering Uppers and entering Seniors, the prerequisite is *Art 10*. Exemption from *Art 10* as a prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chairperson of the art department in collaboration with the teacher of the course the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, including photography.

The College Entrance Examination Board offers students the opportunity to gain advanced placement in studio art in many colleges and art schools, thus enabling a student to by pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in advanced placement should enroll in *Art 45* and two subsequent terms in art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26* and *Art 36*.

With the exception of *Art 40*, no art course, if failed, can be made up by examination.

Students should expect to help pay for art materials.

INTRODUCTORY STUDIO COURSES

- 10-1 (0101) Visual Studies 1
- 10-2 (0102)
- 10-3 (0103)

Five prepared class periods. The course explores ways in which visual experience of the real world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, tone, texture, color and perspective in communicating through drawing, painting, collage and photography. Print media, photography, advertising and art provide a context for discussion and comparison of students' efforts. Students who are making a two-term commitment in art for the diploma requirement are advised to take *Art 10* and *Art 15* in back-to-back terms.

15-1 (0151) Visual Studies 2

15-2 (0152)

15-3 (0153)

Prerequisite: *Art 10*. Five prepared class periods. As a sequel to *Art 10*, the course explores two areas of study: 1) sequences in time of still and moving images: visual books, film, video and computer graphics; and 2) functional objects in the real world: furniture, architecture, sculpture and machines. Students will write, shoot and edit videotapes, with the focus on cogent, original communication; and they will design and make three-dimensional objects, with the focus on such concepts as durability, economy, function, scale and integration with the natural environment. Students will view and discuss examples of film, video and three-dimensional design to complement their own creative activities. Students who are making a two-term commitment in art for the diploma requirement are advised to take *Art 10* and *Art 15* in back-to-back terms.

11-0 (0110) Visual Studies for Juniors

(a yearlong commitment)

Three prepared periods; two trimester-credits. Students work with the languages of vision through drawing, photography, video, color studies and two- and three-dimensional design. Through projects and discussion, students focus on their own creative work and visual examples from the world. The course will fulfill the diploma requirement in art.

12-1 (0121) Photo 1

12-2 (0122)

12-3 (0123)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. This introductory course is designed for absolute beginners and students with some experience in black and white photography. The first half of the course emphasizes craft control: camera use, film developing, printmaking and presentation techniques. The second half of the course highlights photographic seeing and aesthetic issues: subject selection, formal composition and point of view. Class meetings include demonstrations, exercises, group critiques, slide presentations and discussions. A camera (35 mm. or 6 cm X 6 cm) with manually controlled speed, aperture and focus is required. (Scholarship students may borrow cameras from the school.) Classes meet four times a week, with five hours of preparation. Evening labs are offered for workshops and conferences with the teacher. This course may be bypassed by students with previous experience through the presentation of a portfolio. (Mr. Wicks, Ms. Harrigan)

14-1 (0141) Introductory Ceramics

14-2 (0142)

14-3 (0143)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. Recommended for students with no prior experience in ceramics. Attendance at evening labs twice a week is also strongly encouraged and often required. Students will be generally introduced to the fundamental techniques of handbuilding and wheelthrowing while seeing pieces through the glazing and firing process. We will explore the sculptural as well as the functional possibilities of clay. Class meetings include demonstrations, discussions, oral reports, critiques and studio work. We will investigate ceramics as an art form, exploring historical context, contemporary trends and aesthetic issues. (Ms. Smith)

19-2 (0192) **Beginning Painting**

19-3 (0193)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. An introduction to the basic elements of painting in oil and acrylics. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing and blending. Issues of form/space relationships and composition are addressed in balance with the student's need for self-expression. Class critiques, discussion and visits to the Addison Gallery complement and enhance the actual painting process. (Mr. Cook)

24-23 (0242) **Three-Dimensional Design**

(0243)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. May be taken for one or two terms. This course identifies some basic measures of successful design—equilibrium, economy, function, scale—within an ecological frame of reference. Students design and build solutions to assigned problems. Discussion and written exercises ask students to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. For three- and four-year students, the prerequisite for all intermediate courses is the fulfillment of the diploma requirement in art (see longer statement in the introduction to art courses). For one- and two-year students, *Visual Studies (Art 10)* is the prerequisite. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

23-123 (0231) **Drawing and**

(0232) **Two-Dimensional Design**

(0233)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. McMurray, Mr. Shertzer)

26-123 (0261) **Photo 2**

(0262)

(0263)

Prerequisite: *Art 12*. This intermediate photography course begins with a brief review of basic craft control then offers instruction in more sophisticated camera and darkroom techniques. However, the primary emphasis in this course is the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student's portfolio will be based on self-motivated imagery. Students may choose to create an open portfolio that includes a wide variety of photographic styles, or create a cohesive, thematic body of work. Slide presentations and discussions, photographic book reviews and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. (Ms. Harrigan, Mr. Wicks)

27-3 (0273) **Video and Computer Animation**

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. Filmmaking with an emphasis on frame by frame control of sequential imaging. All traditional forms of animation are possible, from claymation to animatics, and new techniques are introduced utilizing expanding computer technology. (Mr. McMurray)

29-13 (0291) Watercolor Painting (0293)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. Introduction to the materials and techniques of watercolor, wash and ink painting. Emphasis will be on the structure and use of color and value as a means of creating images on the page. After several assigned projects, students are encouraged to develop their own style and imagery. Class critique, discussions and an opportunity to study original works from the Addison collection will also be included in the course. No previous experience necessary. (Mr. Shertzer)

ADVANCED STUDIO COURSES

For three- and four-year students, the prerequisite for advanced courses is fulfillment of the diploma requirement in art (see longer statement in the introduction to art courses). For one- and two-year students, the prerequisite is *Art 10*. These courses may be taken more than once. Advanced studio courses meet two double periods a week, with four more evening hours required in the studio.

Art 31-2 (0312) Computer Graphics

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. Computers have changed the way artists produce still images, work with motion, and publish and exhibit work. During the first part of the term, students will learn to use several software applications related to these functions. For the remainder of the term, students will pursue projects of their own design. A project can take many forms and be executed completely on the computer or use the computer as part of the work. In fact, similar images could become the basis for a series of photographs, matted paper prints with additional hand-drawing, a slide show, a video or a book. Software choices include Adobe *PhotoShop* and *Premiere*, Fractal Design *Painter*, Aldus *Pagemaker* and Macromedia *Director*. (Ms. Veenema)

32-123 (0321) Continuing Painting (0322) (0333)

Prerequisite: *Art 19* or permission of the instructor. Building on already acquired basic painting skills, this course helps students to develop their own image ideas. Through a variety of technical processes and conceptual approaches, students explore the impact of different ways of working on any given image idea. Painting in series, mixing media, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what paintings can be. Regular critiques, Addison Gallery visits, and discussion of art historical/theoretical issues relevant to the student's work are important components of this course. (Mr. Cook)

33-123 (0331) Filmmaking (0332) (0333)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. This course combines viewing theatrical, non-fiction and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques. (Mr. Sheldon)

34-2 (0342) Continuing Ceramics 34-3 (0343)

Prerequisite: *Art 14* or equivalent. Recommended for students who have taken *Art 14* or who have had previous experience with ceramics. This course can accommodate a range of skill levels and be taken more than once. Two double periods per week; attendance at evening labs twice a week is strongly encouraged and often required. Continuing students will be challenged to deepen their knowledge of both technique and concept while becoming more fully involved in all aspects of the ceramic process. Assignments will be geared toward specific themes such as teapots, portraiture, tiles, vessels or functional pottery. At this level students are expected to give specific attention to craftsmanship and self-expression. We will also view ceramic art in relationship to the cultural context in which it was created. (Ms. Smith)

35-3 (0353) Printmaking

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. In this course students develop personal imagery using two types of printmaking, monotype and intaglio/relief. Images are developed on "plates" that can be made from a variety of surfaces — plastic, cardboard, textured materials like sandpaper, etc. Images are transferred from plate to paper by means of a printing press or hand-rubbing. In monotype, we will use techniques similar to painting and drawing to build up luminous layered images. Often several non-identical impressions will be taken from one plate and combined with other inked surfaces, hand-drawing or added layers of thin papers. No two prints will be the same; hence the term *monotype*. Plates for intaglio/relief printing are constructed to have high and low surfaces. Inks are applied by hand or with rollers. Etching, which uses a metal plate, is perhaps the most well-known form of intaglio/relief painting. (Ms. Veenema)

36-3 (0363) Photo 3

Prerequisite: *Art 26*. This advanced photography course begins with study and experimentation in three classic photographic traditions: documentary, fine art and composite imagery—sequences, montage and collage. Photographic projects and life works of various photographers will be the topics of slide lectures and discussions, book reviews, gallery tours and visiting artists' presentations. Students may choose to create several separate works or a term-long thematic project. Work may be presented in a variety of formats: portfolio, book, collage, slide program, etc. Emphasis is placed on continuity of effort, process, evolution of ideas, experimentation and personal expression. Peer critique and teacher conferences offer feedback and direction on a weekly basis. Classes meet for a double period two times a week, with a minimum of five hours of preparation. Evening labs are offered for workshop demonstrations and informal critique of work in progress. (Mr. Wicks, Ms. Harrigan)

37 Beginning Sculpture

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. A course designed to introduce students to concepts and techniques necessary to create sculptural forms. Experience in various media, building or subtracting, welding, casting and carving are included. Students will be asked to make several pieces in a variety of media. No experience needed, but some reading and research required. Not open to Seniors. (Mr. McMurray and Mr. Shertzer)

38-123 (0381) Sculpture

(0382)

(0383)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. Offers the opportunity to work in practically every material available to sculptors today. The recent art center renovation has expanded the space and fabricating possibilities of the Sculpture Studio. Along with gas, arc, and mig welding, we have added a plasma cutter that allows us to work in heavier metals, as well as draw in steel. Our increased space gives us room to create larger wood and stone carvings, and the new state-of-the-art air exhaust system keeps the studio virtually free of harmful fumes. Innovative sculptures have been made of soft fabric and sewn. Others have been made of rope, wire or junk. Construction skills such as welding, carving or sewing can be quickly learned. Ideas begun in *Art 15* or *Art 24* can be expanded upon as well as ideas from a student's own experience. (Mr. Shertzer, Mr. McMurray)

39-123 (0391) **Architecture**
(0392)
(0393)

Prerequisite: For three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies (Art 10)*. For Uppers and Seniors, *Three-Dimensional Design (Art 24)* recommended, but not required. The design of structures for human habitation involves a variety of basic issues. The fall course concentrates on the definition and organization of functional spaces. The winter course focuses on problem-solving, physical structure and other technical issues. The spring term combines knowledge gained in the previous terms in projects simulating the experience of architectural practice. The course is for students who are considering architecture as a field of concentration as well as for those who are simply curious about how buildings get to be the way they are. Although students are encouraged to take the course for three terms, winter and spring terms are designed as an introduction for students entering the course in January or March. (Mr. Lloyd)

43-3 (0433) **Contemporary Communications**

Prerequisite: Successful completion of two courses in art, music or theater. Four prepared class periods. In a search for some common bases of communication, the course examines fiction, non-fiction, poetry, drama, music, radio, video, movies and the visual arts. Using a variety of these media, the class undertakes group projects for public presentation. (Mr. Lloyd)

44-3 (0443) **A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War**

Students *must* also enroll in *English 528-3*. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media, including documentaries, novels, photography and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects. Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

45-123 (0451) **Advanced Placement Art**
(0452)
(0453)

Prerequisite: Two trimesters of art courses beyond the *Visual Studies* requirement. This course is for students interested in assembling a portfolio of work for either application to college or submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Workshops are held to introduce different media. Any student who plans to submit a portfolio for the spring advanced placement examination should plan to take art courses every term. (Mr. McMurray)

HISTORY OF ART

40-123 (0401) **Art History**
(0402)
(0403)

Four prepared class periods for Uppers and Seniors. Drawing from non-Western cultures (African, Asian, Latin American, Islamic) as well as Western cultures, this course explores architecture, painting, photography and sculpture as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures, and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibits will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from pre-history through the 16th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development and contemporary context. Completion of *Art 10* is recommended but not required. (Ms. Quattlebaum)

Classical Studies

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in ancient history see *History 55–123*.

31-1 (5411) Etymology

31-2 (5412)

31-3 (5413)

English has an immense vocabulary, far larger than that of any other language, almost half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and commercial promoters. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

32-1 (5421) Greek Literature

32-2 (5422)

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

33-1 (5431) Classical Mythology

33-2 (5432)

33-3 (5433)

Four prepared class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources: the psychoanalytical use of myth; progress in the field of classical archaeology; and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

35-2 (5452) Structure of Classical Languages

Open to all classes, but not to students having Phillips Academy credit for Latin or Greek, this course is especially suitable for those who have taken *Etymology* (though *Etymology* is not a prerequisite for it). It offers a gentle entry into reading authentic ancient Greek and Latin stories and poems to show how the Indo-European family of languages has generated, over the last 4,000 years, a widely shared heritage of vocabulary, grammatical forms and sentence structure. This heritage lives on to this day in languages as disparate as English, Spanish and Russian. Class discussion is aimed at seeing English and other European languages in broader perspective through examination of similarities and differences between the modern and the ancient, and at paving the way to more successful study of other new languages in the future.

English

The diploma requirements in English are intended to establish competence in writing and reading. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300* and *English 310* or *311*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310* or *311*, and three terms of English electives. International students who are new Uppers begin the sequence according to placement by the department: *ESL*, *English 200*, or *English 300*; returning international students continue the sequence or confer with the department chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 407* or *408* (unless the department chair approves enrollment in a higher-level course), followed by electives in the winter and spring terms; international students begin with *ESL*, *English 351–12* or a writing-intensive *408*, followed by courses to be designated by the department chair in consultation with the students' teachers. Any courses so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with the placement of the department. All Juniors take *English 100* and may not take *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. *All English courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.*

100–0 (1100) English: The Myth and the Journey

This course, a foundation for *English 200* and *English 300*, is required for all Juniors. Centered on the theme of the journey, the course exposes the students to a variety of literary forms and styles drawn in part from the following: Homer's *The Odyssey*, Douglass' *Narrative of the Life of an American Slave*, Dickens' *Great Expectations*, Shakespeare's *The Tempest*, Miller's *The Crucible* and Hansberry's *A Raisin in the Sun*. Students write frequently in forms ranging from journals to personal essays to literary criticism.

Juniors are also eligible to enroll in Etymology, which is described under Classics.

200–0 (1200) Competence

This course in reading and writing uses a text called *Writing: The College Handbook*, anthologies of essays, poetry and fiction, and the students' writing as the primary texts. The first term emphasizes paragraph coherence and basic skills—grammar, mechanics, rhetorical and stylistic tools—through the writing of short compositions, expressive and expository. The second term focuses on clear and concise multiparagraph essays and a documented inquiry that encourages the acquisition of important reading and writing skills needed to write a paper in the humanities. These include the ability to interpret, analyze and argue clearly and persuasively. Writing assignments grow in length and complexity during the spring term, culminating in an 8–10 page paper with an integral library research component that brings the student's developing voice to bear on a topic of personal interest.

300–12 (1304) The Seasons of Literature (T2)

(a two-term commitment)

For returning Uppers, *English 300* continues *English 200*'s movement toward literary analysis, developing critical skills through the study of novels, poetry, drama and sometimes film. Aimed at the development of a literary sensibility, the course provides a sense of literary mode, of historical perspective, and of mythic, psychological and cultural contexts. While emphasizing the analytical—both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence—the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays and parodies. The structure of the course is inspired by, but not governed by, Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic and modern periods (excerpted below), so that each period is represented in each term. Additional works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers. **Prerequisite:** *English 200*.

Tragedy and Romance

PRE-ROMANTIC: Selections from the *Bible* (e.g., Genesis, Job, the gospels); a play by Aeschylus; *Metamorphoses*, Ovid; *Beowulf*; *Everyman*; *The Spanish Tragedy*, Kyd; *Dr. Faustus*, Marlowe; *The Changeling*, Middleton; *The White Devil*, Webster; selections from *Paradise Lost*, Milton; poems by Spenser, Jonson, Donne, Herbert, Marvell; *Phedre*, Racine; tales collected by the Grimms.

ROMANTIC/POST-ROMANTIC: *Rime of the Ancient Mariner*, Coleridge; *Eve of St. Agnes*, Keats; *Frankenstein*, Shelley; *Wuthering Heights*, Brontë; short stories by Poe; *The Scarlet Letter*, short stories, Hawthorne; *Billy Budd*, *Moby Dick*, Melville; a play by Ibsen; a novel by Hardy; *Daisy Miller*, James; poems by Wordsworth, Shelley, Keats, Tennyson, Whitman, Dickinson.

MODERN: *Heart of Darkness*, Conrad; *House of Mirth*, Ethan Frome, Wharton; *The Fountain Overflows*,

West; *The Great Gatsby*, short stories, Fitzgerald; *The Sun Also Rises*, *Farewell to Arms*, short stories, Hemingway; *The Iceman Cometh*, *Long Day's Journey into Night*, O'Neill; *The Bear*, short stories, Faulkner; *Antigone*, Anouilh; *Native Son*, Wright; *Invisible Man*, Ellison; *Seize the Day*, Bellow; *The Fixer*, Malamud; *Wise Blood*, short stories, O'Connor; *Death of a Salesman*, Miller; *The Dutchman*, Jones; *House Made of Dawn*, Momaday; *Sula*, *Song of Solomon*, Morrison; *Book of Common Prayer*, Didion; *Love Medicine*, Erdrich; poems by Yeats, Eliot, Hughes, Berryman, Lowell, Brooks; a work by Cather, Steinbeck, Welty, McCullers, Baldwin; stories by LeGuin; plays by Fugard, August Wilson.

Comedy and Irony

PRE-ROMANTIC: Works by Horace, Juvenal; selections from *Canterbury Tales*, Chaucer; Volpone, Jonson; poems by Donne, Herbert, Marvell; a play by Molière; selections from Dryden, Pope; *The Country Wife*, Wycherly; *Gulliver's Travels*, "A Modest Proposal," Swift; *Candide*, Voltaire.

ROMANTIC/POST-ROMANTIC: *Pride and Prejudice*, Austen, *Don Juan*, Byron; *David Copperfield*, *Hard Times*, Dickens; *Moby Dick*, Melville; poems by Browning; *Alice in Wonderland*, Carroll; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, Wilde.

MODERN: A play by Shaw; *Age of Innocence*, Wharton; *Decline and Fall*, *A Handful of Dust*, *The Loved One*, Waugh; 1984, *Animal Farm*, Orwell; *Call It Sleep*, Roth; *Invisible Man*, Ellison; *Cat's Cradle*, *Slaughterhouse-Five*, Vonnegut; *Grendel*, Gardner; *Transformations*, Sexton; poems by Eliot, Auden, Cummings, Owen, Eberhart, Plath, Sexton; works by Nabokov, Malamud, Bellow, Roth, Cheever, Updike, Davies, Reed, Wolfe, Allen.

301–12 (1324) The Seasons of Literature (T2)**for New Uppers**

(a two-term commitment)

For new 11th graders, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

310–1 (1331) Shakespeare**310–3 (1333)**

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis. (See *English 509* and *311*) **Prerequisite:** *English 300–12* or *English 301–12*.

311—3 (1343) Shakespeare Workshop

Four class periods. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. **Prerequisite:** *English 300-12* or *English 301-12*, and permission of the department chair. This course is offered also as *Theater 53-3*.

**351—12 (1361) American Studies for
(1362) International Students**

Primarily for one-year students for whom English is a second language, this course provides intensive training in reading, literary fundamentals and expository writing, as well as oral English. The focus of this course is on American culture, values and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading, writing and speaking skills required for success in specialized senior electives. (Mr. Bailey, Ms. Graham)

**403—123(1431) Writing Through the
(1432) Universe of Discourse
(1433)**

A course for students interested in experimenting with many different genres of writing. Students are invited to experiment with essays, poetry, literary criticism, letters, autobiography and other forms of written discourse. Once a week they join a writing workshop with Lawrence elementary school students. This course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings for the course include texts from a variety of cultures. Some examples: *The Autobiography of Malcolm X*, Haley and Malcolm X; *Down These Mean Streets*, Thomas; *Their Eyes Were Watching God*, Hurston; *Cathedral*, Carver; *White Noise*, DeLillo; *The Homecoming*, Alvarez; *I Write What I Like*, Biko; *Sassafras, Cypress, and Indigo*, Shange; *Jacklight*, Erdrich; the poetry of William Blake, Sylvia Plath and William Shakespeare. (Mr. Bernieri, Ms. Edwards)

**405—123(1451) Literature of Two Faces
(1452)
(1453)**

This course studies the relationship between American mainstream and minority cultures, introducing students to the myth, magic and morality of ethnic identity as it emerges in a dialectic between the community and the individual. Students learn the language of W.E.B. Du Bois' double consciousness as African-Americans, Native-Americans, Chinese-Americans, Hispanics, Jewish-Americans, gays and others struggle to be apart from and a part of larger communities. Authors include Rita Dove, Toni Morrison, Sonia Sanchez, Jimmy Santiago Baca, Simon Ortiz, John Edgar Wideman, Joseph Iron Eye Dudley, Susan Straight, Amy Tan, Louise Erdrich, Gloria Naylor, Ralph Ellison, August Wilson, Isaac Bashevis Singer, Michael Dorris, Leslie Marmon Silko, Joan Didion, Maxine Hong Kingston, David Leavitt, N. Scott Momaday, Paul Monette, Ai and Derek Walcott. (Mr. Thorn)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200, 300* and *310*.

Courses numbered in the *500s* are more intensive and demanding than those numbered in the *400s* and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be conducted.

**401—123(1411) Non-Fiction Writing
(1412)
(1413)**

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould, Mr. Cobb)

407—123(1471) Topics in English Literature

(1472)

(1473)

Explores the diversity of English literature from *Beowulf* and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats and later moderns. Readings enable students to explore issues of self, society and the universe that characterize different eras and that enlarge understanding of our literary tradition. Topics include English comedy from Chaucer to Monty Python, the English novel, the literature of British Imperialism, mythic systems in British writers, and English comic theater. (Mr. Kalkstein, Mr. McGraw)

408—123(1481) American Writers

(1482)

(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, Shepard, Didion and Walker. (Mr. Hendrickson, Mr. Thorn, Ms. Fan, Mr. O'Connor, Ms. Carter, Mr. Joel, Mr. Sykes, Mr. McGraw)

430—123(1531) Theme Studies

(1532)

(1533)

Feasts and Fools: The Topos of the Festive Social Gathering. Recognizing that a festive social gathering is often a high, low or turning point in narrative, this course will examine what Jean Toomer called "the good-time spirit" as manifest in major literature including drama and film. Along with critical writing on literature, we will occupy ourselves with parties and festivities in our lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative and semiological research projects, creative writing and reports. No final exam.

MATERIALS FOR FALL: *The Odyssey* and *Hamlet* (review and presentations by former *English 100* and *300* students), *Antony and Cleopatra*, selected *Canterbury Tales*, *Things Fall Apart*, stories by Woolf, Waugh, Carver, Kusenburg, Mansfield, *Love in the Time of Cholera*, *The Great Gatsby*.

MATERIALS FOR WINTER: *Babette's Feast*, *Twelfth Night*, *A Handful of Dust*, *Mrs. Dalloway*, *Beloved*.

MATERIALS FOR SPRING: *Vile Bodies*, *A Year in Provence*, *Brightness Falls*, *Metropolitan*, *House Party I and II*, selected poetry from Horace, the Gawain-poet, Langland, Spenser, Milton and others. (Dr. Wilkin)

431—123(1541) Genre Studies

(1542)

(1543)

Tales from the World House. This course examines literature from around the world, particularly literature from the Pacific Rim, South Central America, Central Europe and the Middle East. Students and teacher attempt to understand literary traditions in countries like Japan, Germany, Poland, Brazil, Czechoslovakia, Hungary, Argentina, El Salvador, Thailand, Israel, South Africa. Authors include Tanizaki, Oz, Dürrenmatt, Marquez, Enchi, Endo, Klima, Kundera, Milosz, Mishima, Murakami, Gordimer, Fugard, Manéa, Cabezas, Mahfouz, Lo, Chen and Lord. (Mr. Thorn)

All of the following courses may require more than the standard four to five hours per week of homework.

500–23 (1602) James Joyce
(1603)

The first term is devoted to *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses*. The purpose of the course is to develop the skill to read important and difficult works without the aid of study guides or other secondary material beyond Ellmann, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504–123(1641) Man and God
(1642)
(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*, O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevsky; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

505–2 (1652) The Essential Gesture: A Study of Resistance in Literature and Film

Since the first defiant words and images were scrawled on walls in protest, the alliance between language, image and struggle has been a vital one. This fusion of craft with commitment often extracts a great personal sacrifice. The 20th century provides an extraordinary wealth of literature and film devoted to political struggle. By focusing on the individual in various political settings, this course will examine the nature of the historical context as well as what makes protagonists resist even in the face of certain torture or death while other characters shun any commitments to others. One evening class devoted to film, three weekly seminar classes. Possible texts: *The Handmaid's Tale*, Atwood; *Burger's Daughter*, Gordimer; *A Flag for Sunrise*, Stone; *Imagining Argentina*, Thornton; *Cambridge*, Phillips. Possible films: *The Year of Living Dangerously*, *Salvador*, *A World Apart*, *The Conformist*, *The Nasty Girl*. (Mr. Bardo)

507–123(1671) Backgrounds in English
(1672) Literature
(1673)

The seminar studies works of literary influence from the Renaissance to the 20th century. Students read modern works in the English language as well as the classics that may have influenced those works. Representative texts: *Pride and Prejudice*, Austen; *Samson Agonistes*, Milton; *Songs and Sonnets*, Donne; *The Shepherdes Calendar*, Spenser; *A Portrait of the Artist as a Young Man*, Joyce; *The Book of Common Prayer*, Didion; *The Free-Lance Pallbearers*, Reed; *Catcher in the Rye*, Salinger; *Mrs. Dalloway*, Woolf. (Mr. Kalkstein)

509–1 (1691) Shakespeare on the Page
509–3 (1693) and Stage

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts—directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. Students off-campus during the spring term of the Upper year may, with permission of the chair, substitute this course for *English 310* in the following year. (Mr. Kalkstein)

510–123(1701) The Short Novel
(1702)
(1703)

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons among works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kotzwinkle, McGuane, Kingston, Le Carre. (Mr. Peffer)

512—123(1721) Satire and Comedy

(1722)

(1723)

A study of both the theories and practice of satire and comedy, with emphases on the 18th century and the modern period. Works by authors like Pope, Swift, Sterne, Jonson, Waugh and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks and Peter Sellers. (Mr. Regan)

513—12 (1731) Novel and Drama Seminar

(1732)

The course concentrates on modern literature since 1880, primarily on selected works of James, Conrad, Woolf, Kafka, Eliot, Nabokov, Faulkner, Borges, Marquez, Tyler, Ibsen, O'Neill, Beckett, Fugard, Shepard and Pinter. Students study the "world" of each writer and compare it with that of the other authors. They also study films with similar themes by cinematic masters like Fellini, Kurosawa and Hitchcock. Class periods are devoted to seminar discussions (often led by students) and critiques of free response and analytical writing. Students regularly stage dramatic readings, directed and performed by the class. (Mr. Wise)

514—123(1741) Creative Writing

(1742)

(1743)

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Cobb, Mr. Pepper, Ms. Holland, Mr. Michel)

515—123(1751) Literature of the Quest

(1752)

(1753)

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course interprets elements of the quest from a variety of perspectives. Fall term readings include the Abraham cycle, *Othello*, Beckett's *Waiting for Godot*, Eliot's *The Waste Land* and poetry by Robert Frost, Julia Alvarez and Thylas Moss. The winter term considers the suffering encountered on the way: the gospel of Mark, *King Lear*, *The Great Gatsby*, Wiesel's *Night*, Wilson's *Ma Rainey's Black Bottom* and Flannery O'Connor's *Everything That Rises Must Converge*. The spring term questions the journey's end, reading the Amor and Psyche myth and Carroll's *Alice in Wonderland*, comparing Jacob and Jesus, interpreting Levi's *The Periodic Table* and the poetry of Margaret Gibson, and ending with Albee's *Who's Afraid of Virginia Woolf?* (Rev. Zaeder)

516—2 (1762) Play-Writing

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue and scene-setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama. (Mr. Heelan, Ms. Braverman)

520—123(1801) Images of Women

(1802)

(1803)

This course examines, through the study of literature (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It explores works by men and women writers (and directors) and focuses on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forster; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films may include *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Braverman, Ms. Graham)

527-1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation. (Mr. Wilkin)

528-3 (1883) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students *must* also enroll in Art 44-3. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media including documentaries, novels, photography and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars often led by students. Students keep extensive weekly journals and present final projects.

Texts: *One Flew Over the Cuckoo's Nest*, *A Rumor of War*, *The Things They Carried*, *Streamers*. Films: *Dr. Strangelove*, *Full Metal Jacket*, *The Deer Hunter*, *Apocalypse Now*, *Jacob's Ladder*. Music: Dylan, Ochs, CSN&Y. (Mr. Bardo, Mr. Sheldon)

530-123(1931) Period Studies

(1932)

(1933)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531-123(1941) Writers in Depth

(1942)

(1943)

This seminar offers the opportunity to know distinguished American writers well through reading their short stories and selected novels as well as biographies and critical appraisals. What mattered to these writers? How did their lives affect their writing? What have the critics said about their work? Most important of all, what does their writing mean to us? Frequent short papers and a term project or final examination. For fall, William Faulkner; winter, Ernest Hemingway and F. Scott Fitzgerald; spring, Edith Wharton. Though different in style and in subject matter, each of these writers reflects a concern for what Faulkner called in his Nobel Prize acceptance speech "the old universal truths . . . courage and honor and hope and pride and pity and compassion and sacrifice." (Mr. Price)

Other courses related to English are *Theater 22 (Public Speaking)*, *Art 28 (Contemporary Communications)*, *History 66 (The Renaissance)*, and, in the Study Skills section, *Basic Study Skills*, *Language Skills I* and *II*.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30 level reached through the regular sequence, or by one trimester of 40 level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet titled *Foreign Languages at Andover*.

With the exceptions of Italian and Japanese (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th grade) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Students are advised to take the CEEB Achievement Test (SATII) in a foreign language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events, and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history and various art forms that reveal the people whose languages are being studied. For information on School Year Abroad and other opportunities to study abroad, students should consult their language instructor or the director of foreign languages. (See page 3)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions, it has some aspects which actually make it easier. To learn Chinese is to open a bridge to the Chinese-speaking world.

Mandarin Chinese is the language of instruction. Pinyin is the standard Romanization system for all courses. Simplified characters are taught in most courses. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations encountered by learners of Chinese as a foreign language. Students are exposed at the very beginning to the challenging task of learning to read and write the non-alphabetical characters. Students have access to tapes, video cassettes and computer software. Every year opportunities are available for qualified students of Chinese to participate in a six-week study-travel summer exchange program in Harbin, China.

10-0 (4410) Beginning Chinese

Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12-23 (4425) Accelerated Beginning Chinese (T2)

(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

13–3 (4433) Introduction to Chinese

Five prepared class periods. This is a term-contained introductory course for Seniors or those with permission. This course focuses on the development of students' listening and speaking skills in Chinese. While learning daily conversations, students also learn how to write Chinese characters.

10–20 Intensive First- and Second Level Chinese

(Not offered in 1995–96)

20–0 (4440) Second Level Chinese

Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and *Pinyin* Romanization are replaced by all-character text.

22–0 (4450) Accelerated Second Level Chinese

Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to *Chinese 40*.

30–0 (4460) Third Level Chinese

Four prepared class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40–0 (4470) Fourth Level Chinese

Four prepared class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature and current events will serve as a basis for discussions and compositions. Graded readers and simple originals are used.

51–123 (4481) Stories in Modern Chinese

(4482)

(4483)

Four prepared class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

52–123**Communication in Modern Chinese**

(Not offered in 1994–95)

Four prepared class periods. Chinese news broadcasts, films and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension of and written reflections upon Chinese in real-life communication. Topics in current events are discussed exclusively in Chinese.

Chinese 51 and Chinese 52 are offered in alternate years. (1994–95 offering: Chinese 51)

French

The French Department offers courses at six different levels from beginning through advanced placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the academy enrolls French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the foreign language office.

10–0 (4010) First Level French

Five prepared class periods. This course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the language laboratory. (*French in Action*, Capretz)

12–23 (4025) Accelerated First Level French (T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester of *French 10*. Successful completion of *French 12* allows students to advance to *French 22*. Course material is essentially the same as *French 10*, yet covered at a faster rate.

20–0 (4060) Second Level French

Five prepared class periods. For students who have completed *French 10* and for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading non-technical French prose and writing simple compositions. (*French in Action*, Capretz)

22–0 (4070) Accelerated Second Level French

Accelerated second level French covers the grammar of both second- and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to move to *French 20*.

THIRD LEVEL COURSES

A two-trimester departmental course is followed by a trimester course that creates a transition to more specialized studies.

30–12 (4094) Intermediate French (T2)
(a two-term commitment)

Four prepared class periods. This course develops the language skills of listening, speaking, reading and writing through a variety of methods and materials. Students have a thorough grammar review and use actively the material they study.

Trimester Courses—Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the following six courses could fulfill course objectives for all students, the department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

32–3 (4113) Le Village Français

This course attempts to give the student a better understanding of the French people and their institutions as reflected in the microcosm of a town. Three different towns will be examined in depth from both a historical and current perspective: the provençal towns of Roussillon and Cassis in 1951 and 1973 respectively, and a small town in the Jura, Pleure-par-Chaussin, in 1993. Course materials will come largely from primary sources: original documents, videotapes, newspapers and magazine articles.

34–3 (4133) The Novel

One novel will be examined during the term, with emphasis on vocabulary-building, oral expression in class discussion, and methods of literary analysis.

36–3 (4143) Film

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37–3 (4153) Journalism

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews and interviews, which they assemble in a French newspaper as their final project.

38–3 (4163) Short Stories

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39–3 (4173) Theater

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le Bal des Voleurs*, Anouilh.)

FOURTH LEVEL COURSES

40-123 (4191) French Civilization (4192) (4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films and comic strips.

41-1 (4201) The Non-European French World
Four prepared class periods. As an international colonial power, France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the francophone civilization of the Antilles (Haiti, Martinique and Guadeloupe). In addition to geographical, social and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la Rosée*; Aimée Césaire, *La Tragédie du Roi Christophe*; F. Oyono, *Le Vieux Nègre et la Médaille*.

42-0 (4210) French Literature
Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Etranger*, Camus; *Le Colonel Chabert*, Balzac; *Rhinocéros*, Ionesco. Students successfully completing this course are encouraged to take *French 52*.

44-1 (4231) Advanced Conversation
Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

45-2 (4242) History of France: The French Revolution

Four prepared class periods. This course will explore the tumultuous period in French history between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on historical events, but on their influence on the French art, music and architecture of the time.

46-3 (4253) History of France: Crises and Culture

Four prepared class periods. This course will focus on the history and culture of France from the revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy; the development as an industrialized nation with pressures for social reform; and France's grandeur in the world as a colonial power, as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51-123 (4261) Advanced Placement Language (4262) (4263)

Five prepared class periods. Designed to meet the requirements of the Advanced Placement Examination in French Language, this course is open to students who have completed three terms of fourth level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

52-0 (4270) Advanced Placement Literature

Five prepared class periods. Open with departmental permission to students who have completed three terms of fourth level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: La Fontaine, *Fables*; Racine, *Phèdre*; Molière, *L'Ecole des Femmes*; Prévost, *Manon Lescaut*; Flaubert, *Un Coeur Simple*; Sartre, *Huis Clos*; Duras, *Moderato Cantabile*; and the poetry of Apollinaire and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

60-123 (4281) Modern Literature

(4282)

(4283)

Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth level French or the equivalent, the course studies selected novels and dramas representative of the modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

The razing of the Berlin Wall and the reuniting of the two Germanies under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. A major world language whose cultural heritage has enriched Western civilization for centuries, German has acquired new immediacy through its predominance in high technology and commerce and its prominence in the realignment of modern Europe. As the sole Germanic language taught at the academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. An experienced department offers a 5-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement and Advanced Placement examinations. Videotapes, computerized drills and language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German-speaking "Olympiade" enliven the learning process and create additional opportunities to excel. Students of unusual aptitude and interest are invited into an accelerated sequence. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

10-0 (4300) First Level German

Five prepared class periods. One assignment per week includes a half-hour small group drill session to increase students' oral proficiency. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Deutsche Sprache für Ausländer*, Schulz-Griesbach; supplemented by workbook, language lab tapes, video and computer exercises.

12-23 (4315) Accelerated First Level German (T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester. Successful completion of *German 12* allows students to advance to *German 22*. Course material is essentially the same as *German 10*, yet covered at a faster rate.

22-0 (4330) Second Level German

Five prepared class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and simple theme writing. Reading and writing are introduced. Texts: *Deutsche Sprache für Ausländer*, Schulz-Griesbach; selected short stories and tapes.

22-0 (4340) Accelerated Second Level German

Five prepared class periods. Open to competent students from German 12 and to other qualified new students with permission. Successful completion of this course, which covers the essential material of second- and third-year German, enables advancement to *German 42 or 40*. Current texts: *German in Review*, Sparks and Vail; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes. This course may require more than the usual 4 to 5 hours of homework per week.

30-0 (4350) Third Level German

Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks and Vail; selected plays by Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; selected short stories, tapes, poems and video.

40-123 (4371) Fourth Level German

(4372)

(4373)

Four prepared class periods. A continuation of the reading, writing and speaking skills covered in third-year German with an added emphasis on current events and conversation. Among the current events discussed will be the role of national socialism in Germany. Materials currently used: 20th century short fiction; selected periodicals; movies *The White Rose* and *The Nasty Girl*; Scola news broadcasts from Germany.

42-0 (4380) Advanced Placement German Language

Five prepared class periods. This course utilizes more difficult German literary works as a basis for conversation and composition in preparation for the Advanced Placement German Language Test. Selective review of advanced grammar topics is incorporated. Current material: *Das Versprechen*, Dürrenmatt; 20th century short fiction; the periodical *Der Spiegel*; *Lehr- und Übungsbuch der Deutschen Grammatik*, Dreyer/Schmitt; *Die Verlorene Ehe der Katarina Blum*, Böll (text and movie); Scola news broadcasts from Germany. This course may require more than the usual 4 to 5 hours per week of homework.

50-123 (4391) Fifth Level German

(4392)

(4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht and Hesse.

Greek

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10, 20, 30 and 40*, though Uppers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10-0 (5010) Greek, First Level

Five prepared class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors. The text is Balme and Lawall, *Athenaze* (Oxford).

10-20-0 (5020) Greek, First and Second Level, Intensive

Five prepared class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

13-1 (5031) Introduction to Greek

13-3 (5033)

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

20-0 (5040) Greek, Second Level

Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

30-0 (5050) Greek, Third Level: *Iliad* and *Odyssey*

Four prepared class periods. Selected books of *The Iliad* and *The Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism and self-discovery.

40-123 (5061) Greek, Fourth Level: (5062) History, Tragedy, Lyric (5063)

Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

10-20-0 (4400) First and Second Level, Intensive
Open to Seniors. Five class periods. Three additional meetings (30 minutes), to be arranged, will take the place of 30 minutes of homework obligation on those days; these small drill sessions help achieve spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and Italian opera. An Italian movie is read, studied and seen. After this course students study Italian at college at intermediate levels.

Japanese

13-3 (4913) Introduction to Japanese

Four prepared class periods. Open to Seniors. A term-contained introduction to modern spoken and written Japanese. An all-in-Japanese college text is supplemented by audio and video materials, songs, games and visits by Japanese-speaking guests. Students emerge from this course able to read and write comfortably in *hiragana*, *katakana* and several simple *kanji*, exchange greetings, order food, ask and describe the locations of things, and manage other, simple conversational situations with ease.

10-20-0(4920) First and Second Level, Intensive

Five prepared class periods. Open to Seniors. An accelerated course in modern spoken and written Japanese for students with enthusiasm and strong language-learning skills. An all-in-Japanese college text is supplemented by audio and video materials, songs, games, skits, and visits to class by Japanese-speaking guests. Each student corresponds with and stays overnight in the home of a Japanese family during the winter term. Students complete this course having mastered *hiragana*, *katakana* and about 200 *kanji*, comfortable in a variety of conversational situations, and ready to continue their study of Japanese in college at the intermediate level. This course may require more than the standard 4-5 hours per week of homework.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns. Students who distinguish themselves at the third-year level may be invited to enter an honors sequence and complete five years of study in four years.

10-0 (5110) Latin, First Level

Five prepared class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and relationships, slavery, travel, sports, life in the big city, entertainment and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only then by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Supplemental Latin readings include

some myth and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and other traditional societies. The text is Lawall and Tafe, *Ecce Romani*, Books IA, IB and IIA. (Longman).

10-20-0(5120) Latin, First and Second Level, Intensive

Five prepared class periods. For Uppers and Seniors. A yearlong accelerated introductory course covering all of the essential elements of *Latin 10* and *Latin 20*.

13-1 (5141) Introduction to Latin

13-3 (5143)

Five prepared class periods. Comparable to the first term of *Latin 10*, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

20-0 (5150) Latin, Second Level: Apuleius Ovid

Five prepared class periods. During the fall and first part of the winter term, the cultural and linguistic reading approach of *Latin 10* is continued, completing the grammar and reading about other aspects of Roman life in *Ecce Romani*, Book IIB (Longman). In the winter, students read an adapted Latin version of the Cupid and Psyche story, with English readings in the Roman novel from which it is taken, *The Golden Ass of Apuleius*. The novel is a fascinating satirical account of a successful upper class male who is transformed into an ass because of his inappropriate curiosity and compelled to experience the diverse and often unfair life of the Roman empire as an insignificant beast of burden; the Cupid and Psyche myth, mirroring the odyssey of the ass, addresses issues of male and female identity, freedom and dependence, and religious conversion. Finally, in the spring, Latin and English readings of the poet Ovid, along with parallel myths from other ancient and modern cultures, round out the year and the theme of myth as a mirror of human experience.

30-0 (5170) Latin, Third Level:
Plautus, Catullus, Vergil

Four prepared class periods. Students begin the fall with a thorough review of Latin language in conjunction with readings from the plays of Plautus, especially *Captivi*, an ironic comedy about a father trying to buy freedom for his son, a prisoner of war, and a slave impersonating his own master, also a prisoner of war, to help him escape. In the winter, students read the lyric love poetry of Catullus, along with lyric poetry of other cultures, sometimes also Cicero's speech *Pro Caelio*, defending one of Catullus' former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read Book II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods. Supplemental readings include the story of Dido and Aeneas in English translation, of which the original Latin version is read in *Latin 40*.

40-123 (5191) Latin, Fourth Level: Comedy,
(5192) Biography, and Epic
(5193)

Four prepared class periods. In the fall, students read the comedy of Plautus or Terence. Supplemental English reading from other literatures is included. In the winter, students read about the life of Nero or others equally well-known for their remarkable natures. In the spring, students read Book IV of Vergil's *Aeneid*, the story of the conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman destiny. Supplemental readings may include Euripides' *Medea* and a biographical sketch of Cleopatra.

50-123 (5201) Latin, Fifth Level: (Honors)
(5202) Advanced Epic, Lyric and Prose
(5203)

Five prepared class periods. Open to all students who have completed *Latin 40*. This course completes the preparation of students for the AP exam. In the fall, students read the story of Aeneas' journey to the Underworld from Book VI of Vergil's *Aeneid*, examining his literary form and technique, as well as the philosophical and political dimensions of his age. In the winter term, students study the lyric poetry of Horace, comparing his artistry with the brilliance of Catullus. In the spring, after a brief review in preparation for the AP, students read selections from the historian Tacitus' gripping study of hopelessness and disillusion in decadent Rome.

Russian

Given the fall of the Iron Curtain, the thaw in East-West relations, and the demise of the Soviet State, communication in Russian and a knowledge of Russian culture are essential. There are more contacts now with Russia and the ex-Soviet Union than ever before. Not only are American business, science and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the lingua franca for all the former soviet republics as well.

As of 1987, Phillips Academy Russian students have enhanced their knowledge of Russian language and culture through official cultural and educational exchange with the Novosibirsk High School of Mathematics and Science in Siberia, Russia. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Russian high school students study here at Andover.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian department offers a 5-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading and writing. Elementary courses use computer drills to strengthen grammar skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term of the first year are invited to enter a special accelerated section in the second term. It is the policy of the department to use Russian exclusively in the classroom.

10-0 (4500) Introduction to Contemporary Russian

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

12-23 (4515) Contemporary Russian (Honors) (T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Russian 10*. Successful completion of *Russian 12* enables students to enter *Russian 22*. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

13-3 (4523) A Short Course in Beginning Russian

Four prepared class periods. Open to Seniors and Uppers. A term-contained introduction to speaking, reading and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history and literature, whether at Andover or in college.

For another course related to Russian history and culture see *History 45*.

10-20 Intensive Contemporary Russian
(Not offered in 1995-96)**20-0 (4540) Intermediate Contemporary Russian**

Five prepared class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; Graded Readers; reference materials.

22-0 (4550) Intermediate Contemporary Russian (Honors)

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified students with departmental permission. Successful completion enables students to advance to fourth level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

30-0 (4560) Russian Expression: Conversation and Composition

Four prepared class periods. Reading, conversation and writing. Texts: Pekhlivanova and Lebedeva, *Russian Grammar in Pictures* (Russky Yazyk—Moscow); Graded Readers. Reading materials include selections on Russian culture, history, geography and civilization. Students use word processors in their composition work.

40-123 (4571) Advanced Russian
(4572) Composition and Russian
(4573) Classical Literature

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th century) of Russian literature with selected readings (both adapted and in the original) from such authors as Pushkin, Chekhov, Gogol and Tolstoy, as well as some Soviet writers. Students use word processors in their composition work.

42-0 (4580) Advanced Placement Russian

Five prepared class periods. This course utilizes advanced literary works to prepare students for the college placement Russian Proficiency Tests. Students will progress from adapted texts to original literary materials with primary focus on further grammar development and vocabulary acquisition. One or two of the five weekly meetings will be used exclusively for advanced conversation where students will view video tapes and listen to actual Russian broadcasts to aid them in contemporary spoken Russian. There will be extensive work on texts which will be discussed orally and in compositions. Students use word processors in their composition work. This course may require more than the standard 4 to 5 hours of homework per week. Texts will be selected by the instructor annually to insure their contemporary value.

**50–123 (4591) The Russian People, Their
(4592) Heritage and Literature
(4593)**

Four prepared class periods.

FALL TERM—*Russian Literature*: readings from contemporary and prerevolutionary authors.

WINTER TERM—*Russian Literature of the Soviet Period*: an overview tracing the evolution of Russian literature from the revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

SPRING TERM—*The Contemporary Russian Scene*: a view of Russian life and culture as reflected in the media. The text is a subscription to a major Russian newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the language laboratory. Students learn to understand, speak, read and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. The department offers various programs of study and travel abroad to enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid trimester exchange are two of the possibilities. More information is available through language instructors.

10–0 (4600) Beginning Spanish

Five prepared class periods. A first-year course designed for those who have no more than 1 1/2 years of prior work in Spanish. All class work is conducted in the target language. *Destinos*, a video-based program, serves as the primary text. Students, as viewers, follow a young Mexican-American lawyer who travels to Spain, Argentina, Puerto Rico and Mexico searching for a lost family member of an aging Mexican patriarch. The unfolding story provides the context for grammar, vocabulary and writing practice. Significant emphasis is also placed on cultural materials. Students complete the first half (lessons 1–26) of the program in their first year.

**12–23 (4615) Accelerated First Level Spanish (T2)
(a two-term commitment)**

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Spanish 10*. Successful completion of *Spanish 12* enables students to enter *Spanish 22*. *Destinos*, a video-based program, serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

19–1 (4631) Spanish for the Bilingual

Four prepared class periods. Designed for students with strong oral skills (native or near-native) who have not had any formal training in Spanish grammar. A strong emphasis on writing skills (spelling, grammar and composition) is supplemented by reading selections from periodicals, newspapers and works by Spanish and Latin American writers. This course enables students to enroll in *Spanish 22* or *Spanish 30*, at the discretion of the department. **Prerequisite:** Interview with the department chair.

20–0 (4640) Second-Level Spanish

Five prepared class periods. After a review of the *Destinos* material covered in the first level (lessons 1–26), students complete the program (lessons 27–52). Emphasis is placed on oral practice and control of essential grammar. Writing and reading skills are further developed. Extensive study of cultural materials.

22–0 (4650) Accelerated Second-Level Spanish

Five prepared class periods. Open to students who have completed *Spanish 12* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. The *Destinos* program is used as a video supplement to written course materials. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a fourth level course.

30-0 (4690) Third Level Spanish

The primary objective of the fall term is to expose students to a challenging and sophisticated literary text, *El Coronel No Tiene Quién le Escriba*—(*No One Writes to the Colonel*) by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary and comprehension exercises based on the novel. During the winter term, a thorough review of grammatical structures is provided in both oral and written formats. Weekly compositions and oral reports on current events, controversial issues and topics of particular interest to the community are supplemented by regularly scheduled sessions at the language laboratory. In the spring, students read *Las Bicicletas Son Para el Verano* (*Bicycles Are for Summer*), a play about the Spanish Civil War by a contemporary Spanish playwright, and perform selected scenes from this work.

ADVANCED COURSES

40-12 (4804) Current Events; Video (T2)
 (a two-term commitment)

Four prepared class periods.

FALL TERM—*Current Events*: This term the course is designed to expand and refine speaking, reading and writing skills in Spanish. Students subscribe to the weekly International Edition of *El País*, one of Spain's leading newspapers, or its equivalent. The articles are used as a basis for class discussions, oral presentations and weekly written analysis. At the end of the term, students produce their own newspaper and a newscast on video. WINTER TERM—*Video*: This term the course exposes students to authentic and sophisticated native-language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns, and on refining writing skills. The course also involves reading, discussing and filming of student presentations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41-12 (4814) Video; Current Events (T2)
 (a two-term commitment)

Four prepared class periods.

FALL TERM—*Video* (See *Spanish 40-Winter*.)

WINTER TERM—*Current Events* (See *Spanish 40-Fall*.)

42-0 (4820) Contemporary Spanish and Spanish-American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré and Fuentes are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43-3 (4833) Introduction to Spanish Literature
 Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50-12 (4844) Advanced Spanish Language (T2)
 (a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish language. Emphasis is placed on mastery of grammar, syntax and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition and research or "field" projects. Open to students who have completed three terms of fourth level Spanish and to other qualified students with departmental permission.

**52-0 (4850) Advanced Placement Course
in Literature**

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana María Matute, Unamuno, F. García Lorca, J.L. Borges and García Márquez. This course may require more than the standard four to five hours per week of homework.

**60-123 (4871) Major Works in Spanish and
(4872) Spanish-American Literature
(4873)**

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also *Latin American Studies (History 49)* listed under History and Social Sciences.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures into courses at every grade level.

To satisfy the diploma requirement, a four-year student must successfully complete six terms of departmental study. *Social Science 10*, a yearlong course required for virtually all ninth graders, meets three times a week and counts as two terms. For these students, and for most students entering Phillips Academy after the ninth grade year, three terms of U.S. history (*History 30-T2* and *History 31*) and a fourth term of 40 level social science or 40 level international survey complete the department's requirement during the 11th and 12th grades.

A student may, however, satisfy the final term of the requirement in ways other than a 40 level course: (1) by taking *History 34-0* or *History 54-123*, the yearlong AP survey in modern European history, or *History 55-123*, a yearlong survey in ancient history; (2) for students assigned to *History 29-0* by the HQT, by completing *History 31*; or (3) in rare instances, by taking a 50-level survey or a 60 level seminar, IF a student has received prior permission from the department chair.

For one-year international students, the diploma requirement is completion of three trimesters of U.S. history, usually starting with *History 32*, if so placed by the department. For other international students, the diploma requirement in history is four trimesters (three of U.S. history and one of a 40 level); these students may also be placed in *History 32* for the first term.

Exceptional 10th graders have two options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34-0*, the yearlong course in modern European history; or (2) they may take *United States History (History 30-T2 and 31)* starting in the fall term.

The History Qualifying Test (HQT) is given to Lower and certain Juniors during spring term and to all new Uppers, Seniors post-graduates and international students, and some new Lower (plus a handful of Juniors wanting to qualify for immediate admission into *History 34* or *History 30*) during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30-T2* and *31*) in September of their Upper year. Uppers may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following September). All these students are reminded that they may elect the final term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the U.S. history sequence by taking *History 29-0* and then complete the diploma requirement by taking *History 31* the following fall. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the final term of the requirement. (4) Last, for students interested in taking *History 30* or *History 34* beginning in the fall term of the 10th grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the diploma requirement.

In all cases, individual placement is made by the department chair.

Washington Intern Program

The department co-sponsors, with the Phillips Exeter Academy History Department, a special spring trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30-31*, and for Uppers in *History 30*. The program is restricted to a certain number of Andover students and Exeter students, competitively selected, for work as interns in the offices of senators and representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and Social Science encourages the use of the academy's extensive archival collection. For students who have completed *History 30-31* and are interested in pursuing work with the raw materials of history (including oral history), the academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

REQUIRED NINTH GRADE COURSE

INTRODUCTION TO HISTORY AND SOCIAL SCIENCE

Three class periods a week. For Juniors, who are expected to complete *Social Science 10* before taking other courses in the department. (Exceptional Juniors wanting to qualify for immediate admission to *History 34*, or *History 30*, instead of *Social Science 10*, may attempt to do so by taking the HQT described above.) In this course students will work on learning the skills and concepts vital to the study of the later, more advanced courses in this field.

SS10-0 (2100) The Human Experience

This course examines the human experience from pre-historic times into the 20th century. It is not a survey course, but a broad exploration, divided into units on "People and the Natural Environment" (including hunter-gatherer societies in the modern age) and "People and Society" (including ancient Greece, China and Mali, industrialization in 19th century Britain, and the Russian Revolution). A primary objective is to give students a multidimensional appreciation—using geography, history, anthropology, and literature—of the rich variety of world cultures. An equally important objective of the course is to provide students with training in the skills of social science analysis: the ability to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to select more from less important evidence with which to develop an argument; to write coherent essays; to listen carefully and to speak effectively; to use common library tools; to learn basic concepts (like cause and effect); and to understand terms (like "culture," "adaptation," "democracy" and "socialism") fundamental to further study in history and the social sciences.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. For Lower and Uppers. Together these courses comprise a survey of the modern world from the 15th to the 20th century. In each term, the focus will be on developments in both the Western and non-Western world.

26-1 (2261) The Early Modern World

An interregional perspective on the period 1400-1800. This course will examine the philosophical foundations as well as the economic, political, and social characteristics of the following regions: East Asia, Middle East, South Asia, Europe and Central Africa. Throughout the course special emphasis will be placed on the interrelationships among these regions.

27-2 (2272) The World in the 19th Century

An international perspective on the period from 1800 to 1914. This course will focus on the concepts of liberalism, culturalism, nationalism and imperialism as they characterize the interrelationships among the following regions: East Asia, Americas, Europe, Africa, Middle East, South Asia.

28-3 (2283) The World in the 20th Century

An international perspective on the period from 1914 to the present. This course will emphasize the surge of nationalism throughout the world; rise of totalitarian societies; search for peace; and the emergence of a global economy.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

29-0 (2290) United States History

Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30-T2*; there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially to their writing.

Completion of *History 29-0*, together with *History 31* in the Senior year, finishes the diploma requirement.

30-12 (2304) The United States (T2)

30-23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors and (30-12 only) exceptional Lower. This course, along with *History 31* and an elective at the 40 level, completes the department's diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through the Civil War; the acquisition of skills by daily exercises in reading, note-taking and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

31-1 (2311) The United States

31-3 (2313)

Four prepared class periods. For Uppers (31-3 only) and Seniors. Students must take *History 31* in the term immediately following their completion of *History 29* or *History 30*. The focus is on the United States, during and after World War II. **Prerequisite:** successful completion of *History 30-T2* or *History 29-0*. For students who opt to write a lengthy research paper as part of this course, the course *cannot* be made up by passing an examination if the research paper receives a failing grade; instead, the paper will need to be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Achievement Test should check with their teacher, since extensive review is required.

32-12 (2321) United States History for (2322) International Students

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-T2*. The course emphasizes language skills important to the study of American history. The subject matter focuses on the founding of the republic, constitution-building and how the American government works, the westward movement, the Civil War and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the 30/31 sequence in the winter or spring term, if the students wish to be candidates for the diploma.

SURVEY OF MODERN EUROPEAN HISTORY

34-0 (2340) Modern European History

Four prepared class periods. This course is open to exceptional Lower and Juniors (*via* HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of U.S. history (*History 30-31*) and *Social Science 10* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th and 18th centuries, with particular emphasis on the political, economic and intellectual revolutions that helped to mold the modern world. The focus of the winter term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the spring term, the course covers topics in 20th century Europe: the two World Wars and their effects; the nature of totalitarianism; the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate.

ELECTIVES: 40 LEVEL SURVEYS IN INTERNATIONAL SOCIAL SCIENCE AND NON-WESTERN HISTORY

Any of these 40 level courses counts as the final term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

SS41-1 (2411) Introduction to Economics

SS41-2 (2412)

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the contemporary global economy and are introduced to basic theoretical tools that help them analyze important economic issues. Classes consist primarily of discussions, although there are also some role-playing exercises, computer simulations, debates, guest speakers, films and student reports

on their term projects. Students completing this course are eligible to take *SS51 (Economics II)* and/or *SS61 (Issues in Economics)*.

SS42-3 (2423) Urban Studies Institute

Seniors and qualified Uppers may elect, for half of their spring course program, to participate in a 10-week exploration of the American city, including field work six hours each week. Students ordinarily satisfy afternoon requirements through the institute and receive two credits. By special arrangement and extra work, these credits may be counted as "advanced."

Lawrence, Mass., its history and its present shape, its people and their special problems and opportunities, is the focus of the Urban Studies Institute, but the context is drawn through investigation of broad historical, social and economic issues that affect most of urban America. Lawrence has always been an immigrant city, and two-thirds of Lawrence's public school students are now of Hispanic background. In addition to their academic course work, students explore a central aspect of urban life by serving as tutors in an intensive English-language training program for a group of these Lawrence children; the tutoring program, which will be designed by Institute students and staff, uses dramatization and one-on-one tutoring to strengthen the immigrant students' oral and literary skills. Knowledge of Spanish is useful, but not essential.

All students take a core course introducing developmental psychology, ethnic studies, urban history and contemporary urban issues in such a way as to inform and support the fieldwork project. Students meet periodically in evening seminars with outside speakers.

Seven to nine Phillips Academy students will be selected by interview and special application. Seven to nine students from college preparatory courses in Lawrence High School will be selected in the same way. Apply to Susan M. Lloyd by December 1. Uppers who are USI participants in the spring will take *History 31* during the fall of their senior year. (Mrs. Lloyd, and visiting lecturers)

SS43-2 (2432) Comparative Government

SS43-3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, Russia, China, France, Mexico and Nigeria. In studying these nations, students will examine the political implications of different types of eco-

nomic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture and ideology in the political process; the relationships among states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44-1 (2441) International Relations

44-3 (2443)

This course will introduce the student to international relations by investigating American and non-American perspectives of the world and the study of central concepts of the discipline, such as power, influence, war, conflict and revolution. Additionally the course will examine areas of conflict in Asia, Africa, Central America and the Middle East and will analyze the attempts to resolve those clashes. Primary sources, journals, periodicals and texts will be used. (Mr. Gurry, Fr. Hall)

45-123 (2451) The Russian Experience

(2452)

(2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature and culture from medieval times to the present. In the fall term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union and the forces shaping the newly independent republics over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Babel, Mandelstam and Solzhenitsyn. (Mr. Richards)

See also Russian 13 in the Foreign Language section.

46-123 (2461) Asia: China, Japan, and India

(2462) or Southeast Asia

(2463)

Four prepared class periods. Following a three-week introduction to traditional Chinese philosophies/religions (Confucianism, Daoism, Legalism) and developing political institutions, this course will, during FALL TERM, concentrate on *Modern China*. In analyzing the events from 1800 to the present, students will study autobiographical and literary sources as well as primary documents. These sources should provide a Chinese view of the impact of imperialism, the rise of Communism, the Cultural Revolution, and the 1989 democracy movement.

WINTER TERM: Emphasis will be on *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified and economically effective society. This course—through an examination of the evolution from traditional to modern Japanese society—will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events and developments since 1800. Readings are from historical texts, contemporary Japanese sources, anthropological studies and literature.

The spring term course offerings will alternate between *Modern Southeast Asia* and *Modern India*.

SPRING TERM 1995: The focus will be *Modern Southeast Asia*. One objective of this course will be to explore the diversity of this region. Students will study the strong influences coming from both China and India, as well as the powerful spread of Islam long before the year 1000. Most of the term, however, will focus on the evolution of this region since 1800, with a greater emphasis on the Indochinese peninsula: Vietnam, Cambodia and Laos. (Ms. Wood)

SPRING TERM 1996: The focus will be on *Modern India*. A study of the basic beliefs of Hinduism and Islam will accompany a chronological survey of the years up to the 19th century. India's struggle for independence from Great Britain and her current international position constitute important emphases. Literature and primary sources will be used to enhance the textual sources.

47-23 (2472) Africa and the World

(2473)

This course focuses on the long history of African civilizations and the contemporary issues facing the new nations of Africa. The political and economic development of these countries, and their relations in the world

arena today, are examined. The course is taught as a seminar with group discussions twice a week. Each student does research and prepares a paper on an individual country. Readings include analysis of the issues African nations confront, novels by African authors and speeches and articles by African leaders.

48-1 (2481) The Middle East

Four prepared class periods. The Middle East is the ancient site of a large portion of the world's culture, the birthplace of three world religions, and crossroads of three continents. This century, oil, anti-colonialism, Cold War rivalry, the State of Israel, the pressures of modernization upon a variety of traditions, and heavy armaments in a volatile region have kept the Middle East in the headlines. This course traces the region's history from the Arab awakening to the present. (Mr. Drench)

49-123 (2491) Latin American Studies

(2492)

(2493)

Four prepared class periods. This course surveys Latin American civilization, seen through its history, literature and culture from pre-Columbian times to the present. FALL TERM focuses on the Maya, Aztec and Inca civilizations, the Spanish and Portuguese conquests, and the origins of present-day institutions and cultural patterns in the Iberian colonial period.

WINTER TERM examines Latin America's movements of independence from Spain and Portugal, and then traces the emergence of political leadership patterns, the influence of the military, the role of the church, and the function of class, gender and race in 19th century Latin American societies.

In the SPRING TERM, the course concentrates on major economic themes of the 20th century as a backdrop for political development and change, and students probe the socioeconomic fabric of contemporary Latin America. U.S.-Latin American relations are an important component of this term.

Although each term may be taken independently, every year some students with a keen interest in Latin America choose to take two or three terms without fear of redundancy. Selected current events topics are pursued during the fall. This emphasis intensifies during the winter and becomes a major component of the spring syllabus. Films and literary works are used to portray how Latin Americans view their own reality. (Mr. Bachman)

ELECTIVES: 50 LEVEL SURVEYS

SS51-2 (2512) Economics II

Prerequisite: Successful completion of *Social Science 41*. *SS51* continues the introduction to economics begun in *SS41*. Students utilize the basic principles learned in *SS41* and study the organization of markets, industrial and labor organization, and the role of governments in all areas of the global economy. Special attention is given to world trade and competition, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project on the application of such models to a contemporary developing country. Classes consist primarily of discussions, although there will also be computer and role-playing simulations, problem sets and guest lectures. Together with *SS41*, this course will prepare students for the AP examinations in micro- and macroeconomics.

The following 50 level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50 level survey together with or prior to satisfying the final term of the diploma requirement at the 40 level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30-31*, satisfies the department's diploma requirement.

54-123 (2541) Modern European History

(2542)

(2543)

This course is virtually identical to *History 34-0*, except for occasional classes coordinated with art, English, music, and theater teachers. It is also different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55-123 (2551) Ancient History

(2552)

(2553)

Four prepared class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on

Ancient Greek Civilization, incorporating the use of microcomputers with compact disks and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term the Roman Empire until its transition to the medieval period. (Mr. Krumpe)

ELECTIVES: 60 LEVEL SEMINARS

These 60 level electives are seminars for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students. **Prerequisite:** either (1) prior or concurrent completion of the four-term diploma requirement; or (2) permission from the department chair.

SS61-3 (2613) Issues in Economics

Prerequisite: Successful completion of *Social Science 41*. This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of economic development. After examining the works of Adam Smith, John Stuart Mill, Karl Marx, Alfred Marshall and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over economic growth, balanced budgets, tax reform, import restriction, supply-side economics, central economic planning, labor organization, national industrial policy, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination.

SS62-2 (2622) American Race Relations

This seminar focuses upon the myth of the "Melting Pot" and examines the forces that have made race a continuing theme in politics, economics and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the

several races which constitute the population of the United States. An updated examination of the 1968 Kerner Commission findings will also be included, and each student will be required to complete a research project examining such topics as interracial marriages/dating/adoptions, the "glass ceiling" in corporate America, Affirmative Action, "reverse discrimination," racism in advertising and the media, plus racial issues peculiar to Phillips Academy and other such institutions. Students will also be required to write a critical analysis of a teacher-approved book dealing with race relations. In addition, students will be required to write responses to several teacher-selected news items, monographs and current events. There is no final exam. Readings are updated yearly, but might include: Melvin Steinfeld, *Cracks in the Melting Pot*; Ronald Takaki, *From Different Shores*; Racism in America: *Opposing Viewpoints* series; Studs Terkel, *How Blacks and Whites Think and Feel About the American Obsession*; John Hope Franklin, *The Color Line*; *Legacy for the Twenty-First Century*. (Mr. Rogers)

SS64-2 (2642) Masculine/Feminine/Human: Issues in Gender Relations

This seminar explores the experience of being male or female—how and why we differ and what those differences mean. Using materials from history, the social sciences and literature, students will study male-female relations, ideas of "masculine" and "feminine," and the division of power and opportunity between the sexes. We shall explore the ways these dimensions of gender are different in various parts of the world. This will serve as background to a close examination of gender in modern America. The course will include discussions, films, guest speakers and papers. (Ms. Dalton, Mr. Rotundo)

SS65-2 (2562) Nuclear Power and Weapons—Proliferation and Response

This seminar follows the evolution of and reaction to atomic energy and The Bomb—from the discovery of fission in 1938 on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, the START talks and SDI and Chernobyl in the 1980s, and the increased danger of proliferation after the Cold War in the 1990s. Historians, chemists, physicists, political scientists and journalists are among those who tell the story, in lectures, documents and secondary accounts. Readings include: Grigori Medvedev, *The Truth About Chernobyl*; Richard Smoke, *National Security and the Nuclear Dilemma*, and Graham T. Allison et al., *Hawks, Doves and Owls*. The course

entails class seminars, field trips, films, readings, a research project and a final exam. (Mr. Quattlebaum)

67-3 (2673) Victorian England: England in an Age of Expansion

This seminar is devoted to a study of the major transitions and developments of 19th century Britain. It is divided into three central components: economic and social developments; political movements; and international relations. Since Victorian literature more directly reflects the life and thought of the times than that of any other period of English history, the course includes an examination of those writers whose works were influential in either adapting or describing English minds and institutions. These writers include Hardy, Dickens and Marx. A term paper is expected; there is no final examination.

68-2 (2682) The Courts and Individual

68-3 (2683) Liberty and Equality Under Law (not offered Spring 1996)

This seminar focuses on the often conflicting rights of individuals and the interests of society as confronted by the courts in the years 1937-1993. Cases studied include: The role of the courts and the establishment of judicial standards in cases of speech, press, and religion; search and seizure; those accused of crimes; students; and equal protection in voting, education, employment and housing regardless of race, class or gender. In the past few years the seminar has given particular attention to the issues of privacy and affirmative action. The seminar uses the case method with readings from Kutler's *Supreme Court and the Constitution* and a book of excerpts from briefs of cases before the Supreme Court prepared by Gilbert and Lyons. The basic classroom procedures are Socratic dialogue and roundtable discussion. The course concludes with each student's participation as justice, lawyer or clerk in a moot court on a case argued before, but not yet decided by, the U.S. Supreme Court (in 1989 the case was *Webster v. Human Reproductive Services*—[abortion]; in 1993, *Church of Lukumi Babalu Aye v. Hialeah*—[Religious Freedom and Animal Sacrifice]). (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered diagnostic test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1*, *34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills appear weak, then *Mathematics 25-12* may be required before *Mathematics 34* and *Mathematics 35*.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

There are several elective sequences after *Mathematics 36* (trigonometry), most of which culminate in a calculus course. Some students take *Mathematics 51-52*, a yearlong calculus course. Others take a five-term sequence, *Mathematics 53-54*. Still others take *Mathematics 55*, a yearlong honors calculus course. Other elective courses available include *Mathematics 41*, *42*, and *48*. *Mathematics 48* is often taken before starting a calculus sequence. Which sequence a student should take is best determined by consultation with the student's math teacher.

Every student enrolled in *Mathematics 22* or higher must have a Texas Instruments TI-82 graphing calculator. The Mathematics Department uses the TI-82 exclusively in class and requires students to have this specific brand and/or model. Students may purchase TI-82 calculators by check or cash from the Phillips Academy Mathematics Department. In order to reduce expenses for short-term users of this technology, the department will buy back at an appropriate price any graphing calculator it sells to a student. The purchase price for scholarship students is less than for others.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

10-0 (3100) Elementary Algebra

Five prepared class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers and right triangle trigonometry. **Prerequisite:** None.

15-12 (3154) Elementary Algebra (T2) (a two-term commitment)

Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19-1 (3191) Algebra Review

Five prepared class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21-1 (3211) Geometry 21-2 (3212) 21-3 (3213)

Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for preci-

sion and clarity in the writing of formal proofs.

Prerequisite: A complete course in elementary algebra and good algebraic skills.

Graphing Calculators are required in all mathematics courses numbered 22 or higher.

22-1 (3221) Geometry 22-2 (3222) 22-3 (3223)

Five prepared class periods. This course continues the work of *Mathematics 21*, with increased emphasis on the algebraic/numerical aspects of geometry. **Prerequisite:** *Mathematics 21*.

25-12 (3254) Algebra Consolidation (T2) (a two-term commitment)

Five prepared class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-2* enter *Mathematics 32-3* in the spring.

31-0 (3310) Geometry and Precalculus

Five prepared class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36-1*. **Prerequisite:** Credit for one year of elementary algebra and one year of intermediate algebra.

32-1 (3321) Intermediate Algebra**32-2 (3322)****32-3 (3323)**

Five prepared class periods. For returning students this course is taken after *Mathematics 22—Geometry*. Topics in intermediate algebra include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic and radical equations and word problems.

Prerequisite: *Mathematics 22* or its equivalent.

34-1 (3341) Precalculus**34-2 (3342)****34-3 (3343)**

Five prepared class periods. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphases of the course are upon functions and their graphs, and on the composition of functions and their applications.

Prerequisite: *Mathematics 32* or its equivalent.

35-1 (3351) Precalculus**35-2 (3352)****35-3 (3353)**

Five prepared class periods. A continuation of the study of functions, including polynomial, exponential and logarithmic functions. Completion of this course satisfies the diploma requirement. **Prerequisite:**

Mathematics 34 or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirements must complete Mathematics 39-12 (T2) or Mathematics 40-1 or a term of calculus.

39-12 (3394) Elementary Functions I and II (T2)

(a two-term commitment)

Five prepared class periods. Designed for entering Seniors who need to satisfy the diploma requirement in mathematics, the course includes a review of the fundamentals of algebra, analytic geometry of lines and circles, and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem-solving. The winter term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics.

40-1 (3401) Elementary Functions II

Five prepared class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Mathematics 39-12*. The course is comparable to the winter term of *Mathematics 39-2* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem-solving. Each student must have a graphing calculator. **Prerequisite:** Credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

The TI-82 graphing calculator is required in all elective courses in mathematics.

36-1 (3361) Precalculus—Trigonometry**36-2 (3362)****36-3 (3363)**

Five prepared class periods. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or calculus. Occasionally, superior students who complete *Mathematics 34-3* with distinction do *Mathematics 36* on their own during the summer preceding their enrollment in *Mathematics 35-1* in order to qualify for *Mathematics 53* in the winter. Such students must take an examination in *Mathematics 36*. **Prerequisite:** *Mathematics 35*, or its equivalent.

Mathematics 41, 42, 47 and 48 are non-calculus electives that may be taken either before beginning a calculus course or as alternatives to the calculus course. Of these four courses, *Mathematics 48* is the natural extension of the *Mathematics 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Mathematics 41, 42 and 47* are courses in non-continuous, discrete mathematics, an area of growing importance that is quite different from the precalculus/calculus sequence.

41-1 (3411) Probability

41-2 (3412)

41-3 (3413)

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models. **Prerequisite:** *Mathematics 35* or its equivalent.

42-2 (3422) Data Analysis and Statistics

42-3 (3423)

Four prepared class periods. An introductory statistics course using real-world data. Students will do polls and collect data and learn how to present data in charts and graphs and how to compare data. The course asks three basic questions: How do you collect reliable data? What do we learn from the data? What can you predict from those data? Students will work in groups on projects. The course will rely upon the statistical package on the TI-82 and on computer programs available in the Computer Center. **Prerequisite:** *Mathematics 36* or its equivalent.

47-3 (3473) Discrete Mathematics

Four prepared class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world, including combinatorics, sets, mathematical logic, recursion, graphs and networks. **Prerequisite:** *Mathematics 36* or its equivalent.

48-1 (3481) Analytic Geometry

48-3 (3483)

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 36* or its equivalent.

50-23 (3505) Advanced Mathematics (T2)

(a two-term commitment)

Four prepared periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. Topics include analytic geometry, complex numbers, sequences, series, iteration, and an introduction to cal-

culus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves and lengths of curves. **Prerequisite:** *Mathematics 36*, *Mathematics 40* or an equivalent course in trigonometry and elementary functions.

51-1 (3511) Calculus

Five prepared class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination or derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 36* OR precalculus courses that include functions and trigonometry OR *Mathematics 50*.

52-23 (3525) Calculus (T2)

(a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51*. Topics covered include the definite integral, the Fundamental Theorem of the Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus. **Prerequisite:** *Mathematics 53-23* completed with a grade of 2 or 3 or *Mathematics 51*.

53-23 (3535) BC Calculus (I) (T2)

(a two-term commitment)

Four prepared class periods. This is the beginning of the five-term calculus course recommended for students who are **well prepared** in their precalculus. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, the Chain Rule, related rates, the Mean Value Theorem, applications of integrals and the Fundamental Theorem of the Calculus. (Students must have received at least two 4s with no grade lower than a 3, in *Mathematics 34*, *35* and *36* in order to enroll in *Mathematics 53*. Those students who do not meet this requirement should strengthen their background by taking *Mathematics 48* before taking *Mathematics 50* or *51*.) **Prerequisite:** *Mathematics 36* or its equivalent.

54-1 (3541) BC Calculus (II)

Five prepared class periods. This course continues the work of *Mathematics 53-3* in preparation for the BC Calculus Examination. Topics covered include further application of integral calculus, volumes and arc length.

Prerequisite: *Mathematics 53-23* with a grade of 3 or (preferably) better or *Mathematics 52-23* completed with a grade of 4 or (preferably) better. (Those completing *Mathematics 53* with a grade of 2 or 3 may enroll in *Mathematics 52-23*.)

54-23 (3545) BC Calculus (II) (T2)

(a two-term commitment)

Five prepared class periods. A continuation of *Mathematics 54-1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations. **Prerequisite:** *Mathematics 54-1* or its equivalent.

55-0 (3550) Honors BC Calculus

Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. In order to qualify for this course, returning students must take and do well on a special precalculus entrance examination given the previous spring term. In September, all students initially admitted to the course will have to pass another precalculus examination in order to continue in this very fast-moving honors course.

Prerequisite: *Mathematics 36* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

63-123 (3631) Honors Mathematics Seminar

(3632)

(3633)

Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be: Numerical Methods and Approximations; Non-linear Dynamical Systems—Instability, Chaos and Fractals; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of

a team on the solution of problems. **Prerequisite:** *Mathematics 54-1*, three terms of calculus, or departmental permission.

65-1 (3651) Linear Algebra

Four prepared class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian eliminations, vector spaces and eigenvectors. Each student is expected to have a calculator that does matrix operations. The TI-82, among others, has this capacity. **Prerequisite:** *Mathematics 54* or *Mathematics 55* or departmental permission.

65-23 (3655) Calculus of Vector Functions (T2)

(a two-term commitment)

Four prepared class periods. A continuation of *Mathematics 65-1* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. **Prerequisite:** *Mathematics 65-1*.

COMPUTER COURSES

The Mathematics Department teaches introductory and advanced computer science courses and supports some more advanced independent study. Most of the computer science teaching takes place in Morse Hall, which houses 15 Mac SE and 16 IBM personal computers besides those in the PA Computer Center.

20**Competence (LOGO)**

(Not offered in 1994-95)

Four prepared class periods. A one-term course in *programming* in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word-processing and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

30-1 (3861) Beginning Computer (Pascal)

30-2 (3862)

30-3 (3863)

Four prepared class periods. An introduction to C++ programming. The course focuses on problem-solving techniques in structured programming. Students will be expected to write programs of moderate length using the program development system. This course qualifies a student for *Computer 40* or *Computer 50*.

Prerequisite: *Mathematics 22 (Geometry)* and some degree of abstract organizational ability.

40-1 (3901) Topics in Computer Science

40-3 (3903)

Four prepared class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. Artificial intelligence and LISP, object-oriented programming and Smalltalk, compiler instruction and C represent some of the possible topics and languages. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 30* or permission of the department.

50-1 (3951) Computer Science

Five prepared class periods. The first term of a yearlong course in algorithms and data structures using primarily the Pascal language. The emphasis will be on programming methodology and some standard algorithms. The curriculum will be guided by the course description of the College Board AB Advanced Placement Examination in Computer Science. This course may require more than the standard 4 to 5 hours per week of homework. **Prerequisite:** *Computer 30* or permission of the department.

50-23 (3955) Computer Science (T2)

(a two-term commitment)

Five prepared class periods. Continuation of *Computer 50-1*. The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. This course may require more than the standard four to five hours per week of homework.

Prerequisite: *Computer 50-1*.

Music

All entering students must take a music placement test to determine at what level they should enter the music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 20* or *Music 21*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 25*. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music history and/or theory will enter the curriculum by taking either *Music 26* or *Music 27*.

Approximately half of entering Juniors will satisfy their diploma requirement in music by taking *Music 21*: a yearlong, three-hour per week, in-depth version of *Music 20*. Members of the Junior class who do not take *Music 21* will satisfy their requirement in one of two ways. Many of these students will take *Music 20* during the Lower year and then complete their diploma requirement by taking either an ensemble for credit (*Music 14-18*), or any course higher than *Music 21*. Students who bypass *Music 20* as a result of their performance on the music placement test will satisfy their diploma requirement by taking two courses higher than *Music 21*. In most cases, one of these courses will be either *Music 26* or *Music 27*, depending on areas of strength and weakness on the placement test.

Entering Lowers must take a total of three trimesters of art and music, with at least one course in each area. Subject to their performance on the music placement test, most will take *Music 20*. Students who take *Music 20* and who then elect to take a second music course to fulfill the diploma requirement in art and music will take either an ensemble for credit (*Music 14-18*) or any course higher than *Music 21*. Entering Lowers who, as a result of their performance on the music placement test, bypass *Music 20* will take one music course higher than *Music 21*. In most cases, this course will be either *Music 26* or *Music 27* depending upon areas of strength and weakness on the music placement test. If such a student decides to take a second music course to fulfill the third term of the requirement in art and music, then she/he may do so by taking any course higher than *Music 21*.

Entering Uppers must take a trimester course in either music (20 level or above) or art at the academy.

Entering Seniors should take one trimester of either music (20 level or above), art or theater.

Students may take any course below the 20-level at any time and, if they desire, repeatedly during their PA careers. *Music 20*, or exemption on the basis of performance on the music placement test, is a prerequisite for all upper-level electives.

APPLIED MUSIC

Courses in this section may be taken any time in a student's career.

14-123 (6141) African Drumming Ensemble (6142) (6143)

Pass/Fail. Two double periods. Open to all students regardless of whether or not they have previous experience in music. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture and teaches improvisational and ensemble skills. The school owns 20 African drums, which allow for as many as 30 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. (Mr. Alade)

15-123 (6151) Fidelio Society (6152) (6153)

Pass/Fail. Three prepared periods. Open to all classes. This small group of mixed voices is selected from the chorus (*Music 17*). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon good standing in the chorus. This course, if failed, cannot be made up by examination. (Ms. Lloyd)

16-123 (6161) Band (6162) (6163)

Two double periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind

ensemble are rehearsed, including marches as well as classical, popular and show music. Much sight-reading is done, and at least one public concert per term is given. This course, if failed, cannot be made up by examination. (Mr. Monaco)

17-123 (6171) Chorus (6172) (6173)

Two double periods. Open to all qualified students. The chorus is the academy's major singing group, comprised of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral experience is necessary — just a desire to work hard and enjoy a unique choral experience. This course, if failed, cannot be made up by examination. (Ms. Skelton, Mr. Walter)

18-123 (6181) Chamber Orchestra (6182) (6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination. (Mr. Thomas)

19-123 (6191) Private Instrument and (6192) Voice Lessons (6193)

Two prepared class meetings per week, plus required attendance at three on-campus concerts per term. One class meeting each week is a 30- or 45-minute instrumental lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), carillon, and voice.

Music 19 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: This work requires great commitment, self-motivation, independence and discipline. In order that maximal progress be accomplished in minimal time, *Music 19* credit students are expected to practice one hour every day.

There is a charge of \$28 per 30-minute lesson, \$37 per 45-minute lesson and \$48 per 60-minute lesson.

Keyboard players are assessed a charge of \$20 per term for their use of practice pianos and organs. The academy owns many other instruments which may be rented for \$20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. N.B. A *Music 19* credit student who is classified (by the music department) as a beginner MUST take *Music 19* for two consecutive trimesters. *Music 19*, if failed, cannot be made up by examination.

DIPLOMA REQUIREMENT COURSES

The following five courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

- 20-1 (6201) **The Nature of Music**
- 20-2 (6202)
- 20-3 (6203)

Six prepared class periods. This course offers a basic introduction to music literature, theory, performance and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

- 21-0 (6210) **The Nature of Music for Juniors**
- Three prepared class periods. Open to Juniors only. This course presents all of the material contained in *Music 20* and, in addition, surveys the history of music. No previous experience in music is required.

- 25-1 (6251) **Survey of World Art Music**
- 25-2 (6252)
- 25-3 (6253)

Five prepared class periods. A one-term survey of the history of the world's art music. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical and human issues surrounding music and its composition. **Prerequisite:** *Music 20*, or a bypass of *Music 20* on the basis of performance on the music placement test. (Mr. Lorenzo)

- 26-2 (6262) **Music Literature and Analysis**
- 26-3 (6263)

Five prepared class periods. This course examines closely individual works of Western music with the help of live and recorded music, a descriptive text and musical scores. In the winter term the focus is on works from the medieval, baroque and classical periods. In the spring term works from the renaissance, the 19th- and the 20th-century periods are studied. Homework and class work feature listening to music in an attempt to understand what makes up the style of the composer's writing and to place it in a historical context. Students placed in this course should have an understanding of elementary theory and should have plenty of experience of singing or playing an instrument.

- 27-1 (6271) **Introduction to Theory and Composition**

Five prepared class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part choral writing, harmonic progression and style period analysis. Ear training skills are developed through dictation and sight-singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music-processing. During the term, students compose several original compositions including the final project of a minuet in the classical style. This course, formerly *Music 43-1*, combines with *Music 44-2* and *45-3* to form a yearlong sequence.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires *Music 20* or a bypass of *Music 20* as a result of performance on the music placement test.

31-2 (6312) Jazz

31-3 (6313)

Four prepared class periods. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the '30s, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats.

33-1 (6331) Survey of World Popular Music

33-2 (6332)

Four prepared class periods. A one-term survey of the history of the world's popular music. Following a brief overview, the course explores hymnody, the evolution of jazz from the popular music of the '40s, rock and roll, and European industrial rock. Along the way, the course examines music from Africa, South America, the Caribbean, Mexico, the Pacific Islands and the Far East.

36-2 (6362) Electronic Music

36-3 (6363)

Four prepared class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, stereo and four-track tape recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrete* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of \$20 is charged for the use of the equipment. **N.B.:** This course does not focus on popular music. *Music 36*, if failed, cannot be made up by examination. (Mr. Monaco)

37-2 (6372) Advanced Electronic Music

37-3 (6373)

Four prepared class periods. This course continues to develop the skills and techniques introduced in *Music 36*. A \$20 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 36*. **N.B.** *Music 37*, if failed, cannot be made up by examination. (Mr. Monaco)

38-3 (6383) Words and Music

Four prepared class periods. This course examines works of art in which words and music cooperate. Literature studied includes poetry and novels such as Thomas Mann's *Doctor Faustus* and Milan Kundera's *Book of Laughter and Forgetting* which owe a large debt to music. The music studied owes a debt to literature: opera—Verdi's *Otello*—art songs, folk songs, rock music and musical theater. Students do some expository writing, as well as some creative writing inspired by listening to 19th and 20th century program music. If interest, talent and time permit, students join forces to create an entirely original text and musical setting. **N.B.** *Music 38* counts as a "course in which (Seniors) do some writing in the English language." (Will not be offered in 1995-96.)

ADVANCED ELECTIVES

Each of the following courses may require more than the standard 4 to 5 hours per week of homework.

44-2 (6442) Intermediate Theory and Composition

Five prepared class periods. Continuing from where *Music 27* leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear-training, sight-singing and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style, and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 27* or permission of instructor.

45-3 (6453) Advanced Theory and Composition

Five prepared class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism and other 20th century compositional techniques, American popular song, blues and jazz. Students compose two major works: a 12-tone composition and a Sesame Street song in one of the popular styles studied. **Prerequisite:** *Music 44* or permission of instructor.

50-123 (6501) Chamber Music Seminar (6502) (6503)

Four prepared class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. Class work consists of sight-reading, performing, coaching, and discussing chamber works. Homework consists of individual practice and group rehearsal. Students are expected to be advanced instrumentalists, and they will generally have taken at least one 40 level course. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** Permission of the department. If failed, this course cannot be made up by examination.

Other Courses

HUMAN ISSUES

(9613) Self and Community

A five-hour, pass/fail course for Lower and Uppers meeting four times per week with one double period, this course is designed to stimulate awareness and growth in personal integrity and well-being and in good human relationships as essential parts of happiness. Special attention will be given to racism, sexism and other destructive patterns of human behavior. Using readings, film, class discussions and experiential exercises, participants will explore the meanings of self-realization, friendship and community in living the good life.

STUDY SKILLS

(9502) Basic Study Skills

(9503)

Four class periods. This course is for students whose academic efforts are not yielding desired results. It covers both the nature of the classroom learning process and methods for engaging in that process more successfully. Exercises are designed to help students use study skills effectively as they think more about themselves as learners. This course may be taken for at most one term. Permission of the instructor is required and should be requested by the student's academic adviser.

(9521) Language Skills I

(9522)

(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor is required.

(9533) Language Skills II

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the spring term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

(9541) English as a Second Language**(9542)****(9543)**

Four class periods. This course is for those international students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course. Permission of the instructor is required.

Philosophy and Religious Studies

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; **hence failed courses usually cannot be made up by examination alone.**

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class periods.

**20-3 (7203) The Biblical World View:
An Introduction**

Four prepared class periods. Open to Juniors and Lower. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for

many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the Bible (Old Testament), then read selected passages of biblical narrative and reflection which introduce persons and principles central to the biblical view of the world, its inhabitants and its Creator.

21-1 (7211) Introduction to Ethics**21-2 (7212)****21-3 (7213)**

Four prepared class periods. Open to Juniors and Lower. Rooted in personal and literary stories, this discussion course seeks to help students develop a common vocabulary in which to understand and critically examine their moral experience. Students will be introduced to the ideas of several classical moral philosophers (Socrates, Aristotle, Kant and the Utilitarians) who have sought to assist generations of human beings to achieve the good life.

24**Religious Discoverers****(Not offered in 1995-96.)****30-1 (7301) Eastern Religions: An****30-2 (7302) Introduction****30-3 (7303)**

Four prepared class periods. Open to Lower, Uppers and Seniors. This course provides a brief introduction to four of the world's major religions: Hinduism, Buddhism, Taoism and Confucianism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions.

31-1 (7311) Religions of the Book: Judaism,**31-3 (7313) Christianity, and Islam**

Four prepared class periods. Open to Lower, Uppers and Seniors. The aim of this course is to introduce the students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both objective and empathetic, we will introduce the origins and history of each tradition and explore the variety of its contemporary expressions. By looking at the lives and writings of representative personalities we will become acquainted with the fundamental structures of belief and meaning that shaped their lives, the rituals that formed and renewed

them and the social teachings that moved them to action. In doing so, we will learn something about the character of every religious path and about the questions to which we all seek answers. Since other courses in our current offerings focus on the founders and scriptures of Judaism and Christianity, the emphasis in this course will be on medieval, modern and contemporary manifestations of these faiths.

33 The New Testament Perspective
(Not offered in 1995-96)

36-1 (7361) Proof and Persuasion

36-2 (7362)

36-3 (7363)

Four prepared class periods. Open to Lower, Uppers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers and on television.

41-1 (7411) Views of Human Nature

Four prepared class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These may include *Walden Two* by B.F. Skinner, *On Human Nature* by E.O. Wilson and *The Politics of Experience* by R.D. Laing.

42-1 (7421) Post-Biblical Jewish Thought: Responses to the Holocaust

Four prepared class periods. Open to Uppers and Seniors and to Lower with permission of the instructor. An exploration of the holocaust through diaries, memoirs, works of fiction, poetry and later reflections on the phenomenon. Questions to be dealt with will include: What was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian and secular thinkers responded to the challenge of this event?

43-1 (7431) Law and Morality

43-2 (7432)

43-3 (7433)

Four prepared class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King Jr.

44 Nonviolence in Theory and Practice
(Not offered in 1995-96)

45-1 (7451) In Search of Meaning

45-3 (7453)

Four prepared class periods. Open to Uppers and Seniors, and to Lower with permission of instructor. The reflective person is confronted with questions that hunger to be answered, yet elude definitive answers. In this course we will explore topics such as creation, death, evil, identity and purpose through literature and personal reflection. Readings vary each term, but may include *Man's Search for Meaning*, *Equus*, *The Plague*, *Angels in America*, *Holy the Firm*, *Beloved* and others.

46-1 (7461) Bioethics: Medicine

46-2 (7462)

Four prepared class periods. Open to Uppers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy.

47-3 (7473) Bioethics: The Environment

Four prepared class periods. Open to Uppers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Have we any obligations to rivers and mountains and birds of the air? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to environmental issues and its role in setting public policy.

Each of the following courses may require more than the standard four to five hours per week of homework.

50-2 (7502) Existentialism

Four prepared class periods. Open to Uppers and Seniors. The term "existentialism" covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings may include: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Søren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

51-2 (7512) In Search of Justice

51-3 (7513)

Four prepared class periods. Open to Uppers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with great philosophers, both classical and modern.

52-3 (7523) Great Philosophers

Four prepared class periods. Open to Uppers and Seniors. The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of thinkers such as Plato, Descartes, Hume and Whitehead.

53-2 (7532) Advanced Studies in Religion

Four prepared class periods. Open to Uppers and Seniors with no prerequisite, this seminar will explore the powerful, complex and fascinating phenomenon of religion from perspectives that will vary from term to term. Topics may include: Self, Society and Religion; Critical Issues in Modern Religion, Religion in America; or Death and the Afterlife.

Physical Education

All three- and four-year students are required to complete *PE 10* by the end of the Lower year.

10-1 (9201) Physical Education

10-2 (9202)

10-3 (9203)

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course integrates health and fitness concepts with self-testing and challenge activities. Classes use the running track, fitness center, ropes course and other areas of the athletic complex. Students learn the drown-proofing survival technique. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term.

Psychology

The Psychology Department offers two elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

32-1 (7021) Introductory Psychology

32-2 (7022)

32-3 (7023)

One double period and two prepared class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person; psychosocial, cognitive, moral and early childhood development; human motivation and personality; abnormal

behavior, and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations, individualized writing assignments and an end-of-term research project are utilized to evaluate the student's learning.

33-3 (7033) Developmental Psychology

One double period and two prepared class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan and Bandura. The format of the course includes readings, films, quizzes and a term paper. (Dr. Aloviseti)

Science

The diploma requirement in science for members of the Class of 1995 is one yearlong course and an additional three terms. For all others the requirement is two yearlong science courses. Four-year students are reminded of the academic guideline for a year (yearlong course or three terms) of science beyond the two-year requirement. Students should consider completing yearlong courses in biology, chemistry or physics before taking achievement tests.

A strong academic background will include some experience in biology, chemistry and physics. The order in which these sciences are studied will vary with a student's degree of mathematical sophistication, previous science courses, and interest. Each department offers advanced courses for students who wish to add depth to their science studies, and focused term-contained courses which are not advanced to allow students to explore and discover an interest in biology, chemistry or physics outside the traditional introductory syllabus.

The science division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can only be so guaranteed by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science. Most Juniors should enroll in *Biology 25*; however, Juniors with a strong science background and good reading skills should enroll in *Biology 30*. Uppers and Seniors who did not receive an honor grade in *Biology 30* or *Chemistry 30* or *Chemistry 25* and wish to prepare for the Biology Advanced Placement Exam should take *Biology 55-0*. If they received a final honor grade in *Biology 30* or *Chemistry 30* they may not enroll in *Biology 55-0*. Students who have done honors work in *Biology 30* and/or a yearlong chemistry course may prepare for the AP Exam by taking three sequential one-term courses, *Biology 56*, *Biology 57* and *Biology 58*.

25-0 (8120) Introduction to Biology

Five prepared class periods each week, of which two will be in the laboratory. This course is intended primarily for Juniors; however, Lower with little previous experience in science may enroll. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles, but also with the methods and techniques used to elucidate them. Attention is paid to the processes by which scientific evidence is gathered, interpreted and summarized. This course also includes some experiences with library research tools. (This course is not open to Seniors.)

30-0 (8130) College Biology

Five class periods each week, including significant time in the laboratory. This is a survey course for those students with previous exposure to some of the basic principles of science. The course is theme-based and focused around three units: plants and ecology, world health issues and human physiology, and genetics and evolution. These units encompass the topics of biological diversity, cell biology, energy metabolism, plant biology, human physiology, ecology, genetics and evolution. The lab component, with a strong emphasis on the scientific process of discovery, is a vital aspect of the course. Students are expected to design several of their own lab experiments and develop the ability to examine their results both through writing and data analysis. Readings for the course are challenging and diverse,

including a core text, a book of biology essays and selections from many journals and newspapers. Students who take *Biology 30* should be enrolled in *Mathematics 19* or above and have very strong reading skills. The department will review the qualifications of Juniors wishing to enroll in *Biology 30*. Upon completion of this course, some students may choose to take the SATII test.

41-1 (8211) Ecology

41-2 (8212)

41-3 (8213)

Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will examine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics and food supply. A project or short paper will be required.

42-1 (8221) Animal Behavior

42-3 (8223)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal social behavior. The topics that receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

45-2 (8232) Microbiology

Four prepared class periods. Open to Uppers and Seniors who have had one year of laboratory science, this lecture course will examine public health threats posed by selected microorganisms. From AIDS and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to Third World development. We will study the biology and epidemiology of these microorganisms and learn how to keep ourselves healthy, developing an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide an important focus for the course.

55-0 (8250) Advanced Placement Biology
(Formerly *Biology 52-12*)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry or permission of the department chair. Four class periods and one double laboratory period. This course is open to Uppers and Seniors who wish to prepare for the Advanced Placement Examination in Biology. This is a rigorous survey course which treats the topics covered in *College Biology* in greater depth and places greater emphasis on chemistry. This course is not open to those who received a final grade of 5 or 6 in *Biology 30* or *Chemistry 25* (or above), nor is this course open to those who have completed *Biology 56, 57 or Biology 58*. This course may require more than the standard 4 to 5 hours per week of homework.

56-1 (8261) Molecular Biology (AP)
(Formerly *Biology 53*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Four prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions that are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Not open to those who have had *Biology 55*. This course may require more than the standard four to five hours of homework per week.

57-2 (8272) Human Physiology (AP)
(Formerly *Biology 54*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. Not open to those who have had *Biology 55*. This course may

require more than the standard 4 to 5 hours of homework per week.

58-3 (8283) Evolution and Ecology (AP)
(Formerly *Biology 51*)

Prerequisite: *Biology 30* and one yearlong course in chemistry, one of which must have been completed with a grade of 5 or 6. Four class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, succession, and relationships between populations. Problems of societal concern such as pollution, population growth and environmental ethics will be discussed. Other topics will include plant physiology and genetics. A short library research paper will be required. Not open to those who have had *Biology 55*. This course may require more than the standard 4 to 5 hours of homework per week.

60-2 (8292) Biology-Chemistry Laboratory
60-3 (8293)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three or four double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

Chemistry

25-0 (8420) Introduction to Chemistry

Five class periods per week. **Co-requisite:** registration in *Mathematics 19* or above. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases and solutions, acid-base theories, electrochemistry and the chemistry of the organic compounds. Emphasis is placed on developing problem-solving skill as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Achievement Test. Honors work adequately prepares a student for *Chemistry 58*.

30-0 (8430) College Chemistry

Five class periods. **Co-requisite:** registration in at least *Mathematics 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem-solving skill and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

36-1 (8461) Chemistry of the Environment

36-3 (8463)

Four prepared class periods. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components.

44-2 (8522) Chemistry of Nutrition

44-3 (8523)

Prerequisite: One year of biology, chemistry or physics. Four prepared periods per week. Open to Uppers and

Seniors only. This course will study carbohydrates, fats, proteins, vitamins and minerals, with respect to their chemical structure, role in the human body and occurrence in food. The connection between diet and disease will be examined as well. What is the nature of the relationship between fat and cancer, and fat and heart disease? What are the data underlying the fiber hypothesis and the protective role of antioxidant vitamins? Other topics, such as sports nutrition, energy balance and food additives will also be addressed. A short research paper on some topic of interest will be required as well as a final exam.

55-0 (8570) Advanced Placement Chemistry

Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Mathematics 35*, and either have not taken any previous chemistry or do not qualify for *Chemistry 58*. This is a rigorous course that treats the topics addressed in *College Chemistry* in greater depth and prepares students for the Advanced Placement Examination in Chemistry. Laboratory work is an integral part of the course. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Achievement Test.

58-12 (8584) Advanced Placement Chemistry (T2)

(a two-term commitment)
(formerly *Chemistry 52*)

Prerequisite: An honor grade in *Chemistry 25* or a grade of 4 or above in *Chemistry 30*. Four recitation periods and one double laboratory period. This is a rigorous course that treats the topics addressed in *College Chemistry* in greater depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework. The syllabus of this course is also appropriate preparation for the College Board Achievement Test.

60-2 (8292) Biology-Chemistry Laboratory

60-3 (8293)

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the instructor is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses and perhaps tissue culture. Experiments will center on the molecular

genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper. This course, if failed, may not be made up by examination.

61-3 (8593) Organic Chemistry (Formerly Chemistry 51)

Prerequisite: Completion of either *Chemistry 55* or *Chemistry 58*. Three recitation sessions and one double laboratory period weekly. This course introduces many of the basic reactions and concepts that students will encounter in their future studies of chemistry, biology or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, an understanding of general principles of reactivity and mechanism is emphasized. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard 4 to 5 hours per week of homework.

Physics

25-0 (8720) Introduction to Physics

Five class periods. **Co-requisite:** Registration in at least *Mathematics 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism and modern physics. Laboratory work is an integral part of the course.

30-0 (8730) College Physics

Five class periods. **Co-requisite:** registration in at least *Mathematics 34*. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SATII subject test in physics.

32-1 (8751) Classical Mechanics

This course covers the same material as the first trimester of *Physics 30-0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 30*.

34-1 (8771) Cosmology

34-2 (8772)

Four prepared class periods. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 34*. Cosmology is the study of the structure and origin of the universe. Topics may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extraterrestrial life and the possible fate of the universe.

35-1 (8781) Physical Geology

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some attention to disasters of geological origin, e.g., earthquakes, tidal waves and eruptions. Some of the periods will be used for laboratory work.

36-3 (8793) Introduction to Observational Astronomy

Four class periods. **Prerequisite:** Previous completion of or concurrent enrollment in *Mathematics 32* or the equivalent. This course emphasizes how we can use astronomical observations to learn about the solar system and the universe. Students will become familiar with the use of the observatories in Evans Hall. Class time will sometimes be replaced with evening observing sessions.

42-3 (8813) Electronics

Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and completion of *Mathematics 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors and integrated circuits. There will be considerable laboratory work.

44-2 (8822) Geology of the Solar System

Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 34*. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

55-0 (8870) Advanced Placement Physics

Five prepared class periods. Open to talented students who will be enrolled in at least *Mathematics 54* and either have not taken any previous physics, or have taken a previous physics course but do not qualify for *Physics 58*. If you are interested in this course you may sign up for it with your academic adviser in the spring or you may request it on your course registration form. The department chairperson will review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electricity and magnetism. This course may require more than the standard 4 to 5 hours of homework per week.

58-12 (8884) Advanced Placement Physics (T2)
(a two-term commitment)
(Formerly *Physics 52*)

Five class periods. **Prerequisite:** An honors grade in *Physics 30* or its equivalent and enrollment in at least *Mathematics 54* or its equivalent. This is a rigorous course in mechanics (fall term) and electricity and magnetism (winter term). Calculus will be used as required. This course prepares candidates for the C level Advanced Placement Examination in Physics and entrance to honors level programs in physics at the university level. This course may require more than the standard 4 to 5 hours of homework per week.

60-3 (8893) Relativity and Quantum Mechanics

Prerequisites: Completion of *Physics 58* or concurrent enrollment in *Physics 55*; enrollment in at least *Mathematics 54*. Four prepared class periods. Relativity and quantum mechanics are two theories that completely revolutionized people's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard 4 to 5 hours of homework per week.

65-2 (8902) Physics Seminar

Four class periods. **Prerequisite:** Completion of *Mathematics 54* and of the fall trimester of *Physics 55* or *Physics 58*. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard 4 to 5 hours of homework per week.

Theater and Dance

All courses are electives, open to the various classes as noted. Courses in theater are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work in productions. A variety of experiences is available: Some courses result in performance; some courses study theory; some do both. Theater students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

21-1 (6521) Introduction to Acting

21-2 (6522)

21-3 (6523)

Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation and scenes, a student who is curious about the theater may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

22-1 (6531) Public Speaking

22-2 (6532)

22-3 (6533)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics. A section for those whose first language is not English will be taught when enrollments warrant.

26-123 (6561) Technical Theater

(6562)

(6563)

The course is offered all three terms, with a different emphasis each term. In the fall we will focus on light design; in the winter, set design; in the spring, costumes. Basic questions of how to bring about the visual world of a script are investigated in each medium. Drafting, engineering and rendering skills are taught and exercised. The class will consist of lecture/discussion and lab practicum sessions. In this introductory level offering, students will learn to analyze a script, discover the materials and effects available to the designer, and find out how to communicate constructable designs to a director or shop foreman. A course project will include a complete design of the particular element for a play to be determined by the student and instructor. (Students will be required to purchase art supplies).

33-1 (6631) Theater Theory and History

Four class periods. Open to Seniors and Uppers. Lower may enroll with permission of the instructor. We will trace the role of theater in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus creating new forms to communicate with their audiences. The vehicles for our lecture discussion based journey might include: plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg and Miller; and designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia and Mielziner; and theorists such as Aristotle, Stanislavski, Brecht, Beck and the Bread and Puppet Theater. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to re-establish the vitality of theater for our culture today.

36-2 (6662) Introduction to Directing.

Four class periods. **Prerequisite:** *Theater 21* or *Theater 26*. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle and strategies to harness them. While no class on directing can function without including the discussion with actors, this class will only touch on this area and defer to *Theater 51* for development.

51-3 (6713) Advanced Acting and Directing Workshop

Two single periods. **Prerequisite:** *Theater 21* or *Theater 36*. This course, both for the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the tool box of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard 9 hours per week.

52-123 (6721) Play Production (6722) (6723)

Four double periods. By audition and interview. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *For Colored Girls Who Have Considered Suicide When the Rainbow Is Enough*, *Candide*, *Hedda Gabler* and *Hamlet*. This course is divided into two sections: **PERFORMANCE** (by audition only), which uses the rehearsal and production of a play as its work. **TECHNICAL** (by interview only), which uses the performance section as its course work. *Play Production* may be taken as a sixth course only if the student has no grade below a 4 the previous trimester. Students must be enrolled in *Play Production* in order to participate in any major role. The total time requirement for this course (class time plus homework) may exceed the standard 9 hours per week.

53-3 (6733) Shakespeare Workshop

Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. This course is offered also as *English 311-3*, and students will be required to write papers similar to *English 310*.

See also *Playwriting (English 516)*.

25-3 (6802) Introduction to Dance (6803)

Two single class periods and one double period. How have dancers utilized form, movement and style to transport their audience? Through the study of groundbreaking artists the class will explore this question. Two-week segments will be spent—reading, viewing and then dancing in the style of the artists. The class will meet in lecture/discussion format twice a week and in a practicum for the third meeting; these sessions will alternate between demonstration one week and presentation by students (exhibiting their understanding of each dance style) the next. Students in this course are encouraged, but not required, to take *Ballet* or *Modern Dance* concurrently as a sport. No previous or current experience in dance is needed for the course. (winter, Ms. Van Meter; spring, Ms. Brecher)

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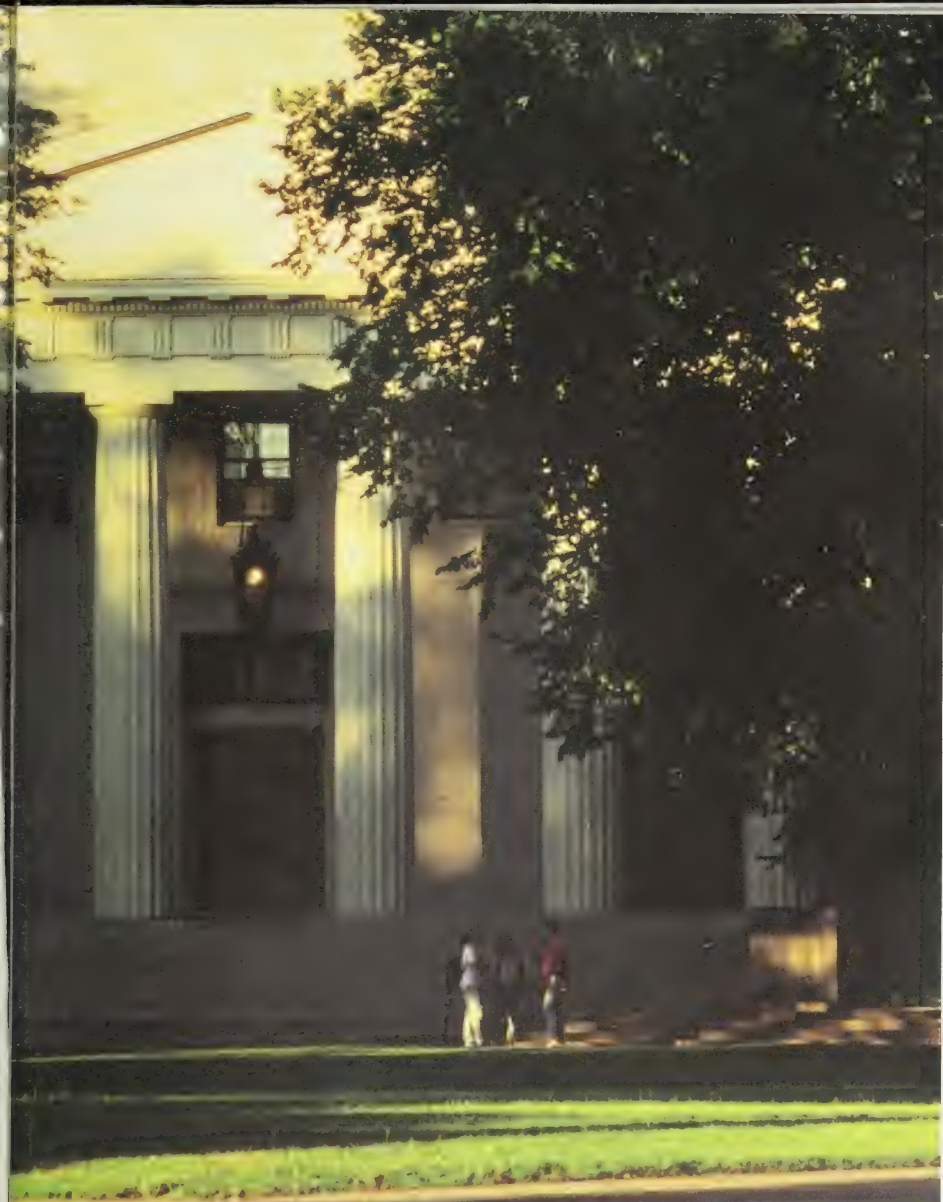
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ANDOVER



Phillips Academy

Andover, Massachusetts 01810-4166

(508) 749-4050

Phillips Academy admits students of any sex, race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

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ANDOVER

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GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase

Many people search all their lives for a sense of community in the places they live or work. People, both students and faculty, who live and work at Phillips Academy have found that place. John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 218-year history creates the kind of continuity that is, indeed, rare in American secondary schools—or in institutions of any kind. We invite you to experience this heritage as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter," and with the motto "Non Sibi," which means "not for one's self." These ideals have created a shared culture of respect for others and service to others that has endured for two centuries. Today, a \$6.4 million financial aid budget helps make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together on the common ground of their academic excellence and commitment to others, even as they celebrate their diversity and strive for individual achievement.

The quality of Andover's academic and residential programs resides in the range and depth of course offerings and in the personal and professional strength of the faculty. Andover is able to offer academic courses that are not available in most other secondary schools, such as Chinese, Organic Chemistry, Technical Theater, Architecture and Molecular Biology. Similarly, the breadth and depth of offerings outside of the classroom is vast, and the resources unmatched, allowing students the opportunity to participate in world-class math competitions, perform plays and musicals under the direction of Broadway professionals, interview the President of the United States for the school newspaper or manage an FM radio station, to cite just a few examples.

In all of these activities, students are guided by faculty members who are extremely talented and productive in their fields of expertise. They are playwrights, scientists, mathematicians, economists, musicians and authors gifted at delivering knowledge and skill to their students. They are also devoted to the sort of teaching that goes on "after the bell," when faculty and students from vastly different backgrounds go through the experience of living and working together.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, others may come to know the school only through this catalog and an interview with an alumni or alumnae representative, but all of you will become, for a little bit of time at least, an important part of the school and its long tradition.

Welcome.



STATEMENT OF PURPOSE

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

*This revised version of the
Statement of Purpose,
voted by the faculty in the
spring of 1988, reaffirms
the academy's goals set
forth in the Constitution
of 1778.*



INTRODUCTION TO ANDOVER



by Jean St. Pierre

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning. In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed, establishing a "public free school or Academy" that would be committed to educating "Youth from every quarter" and would be the nation's oldest incorporated boarding school. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before that dream could be handed on to willing hearts. In 1828, Samuel Farrar, a close friend of Mme. Phillips and treasurer/trustee of Phillips Academy, together with other Phillips Academy trustees, met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1828, as Abbot Female Academy, one of the first schools in New England to be founded for young women alone.

Each of these schools in the years that followed remained faithful to the commitment made in their constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' "bargain" was realized anew. In June of that year, Phillips Academy and Abbot Academy, two of New England's and the nation's oldest schools, merged and created a distinctive coeducational institution that combined the best of both traditions.

Committed still to the education of mind and heart, Andover today includes 1,180 students, equal numbers of young men and young women, from across the globe. The dream of educating "Youth from every quarter" continues to thrive. "Finis origine pendet," the academy seal affirms. The end does indeed depend upon the beginning.

AN OVERVIEW

Phillips Academy, known as "Andover," is located on a hilltop in the town of Andover, Massachusetts, which is twenty-one miles north of Boston and Cambridge, and less than an hour's ride from some of the loveliest beaches and mountains in New England. The school's campus has 500 acres of land and more than 160 buildings, including a 125-acre bird sanctuary, a library with more than 100,000 volumes, and two extraordinary museums, the Addison Gallery of American Art and the Robert S. Peabody Museum of Archaeology. The school has an endowment of more than \$267 million (as of 6/95) for support of academic programs, faculty compensation, student scholarships and tuition, and maintenance of the campus. Among the school's resources are 624 dormitory rooms, seventy-two classrooms, an astronomical observatory, a licensed FM radio station, five extensive science laboratories, twenty art and music studios, a state-of-the-art theater complex, three gymnasiums, two swimming pools, eighteen playing fields, twenty-five tennis courts, two dance studios, an all-weather track and a covered hockey rink.

Approximately 1,180 young men (fifty percent) and women (fifty percent) attend Andover during the school year. About one-fifth of these students are day students from Andover and nearby towns; the others come from all across the United States and from thirty-one foreign countries. One-quarter of our students are young men and women of color, and among the student population are people with a wide variety of religious, political and cultural affiliations. Approximately 40 percent of our students receive financial aid.

Andover students are divided into four classes: seniors, upper middlers, lower middlers and juniors—our traditional terms for twelfth, eleventh, tenth and ninth graders. Our ninth grade students, being the youngest in our community, have a specially structured academic and residential program designed to guide them successfully through their first year.

Andover's 179 full-time and fifty-five part-time faculty members hold, among them, 170 Ph.D.s and master's degrees. Given their credentials, most of the faculty could be teaching at colleges. However, they have chosen to teach at Andover, a place where they can have an impact "after the bell." Faculty members are students' house counselors, coaches and advisors, which is why teaching at Andover occurs 24 hours a day.

ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource



for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways.

The museum's holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Jackson Pollock, Frank Stella (PA '54), Andrew Wyeth and many others.

The Addison makes available to Andover's students and to the public this extraordinary collection. During a typically busy month at the gallery, American history classes studied the Addison's exhibition *The American City* with its masterworks, which included Sloan's *Sunday, Women Drying Their Hair*, Childe Hassam's *Fifth Avenue and 53rd Street* and Hopper's *Manhattan Bridge Loop*. Photography students studied the works of Walker Evans (PA '22), Lotte Jacobi, Roy DeCarava and Hollis Frampton (PA '53), among others. Children from elementary schools in Lawrence came to the museum to see exhibitions of art and photography and to meet the exhibiting artists. Andover's art students used the Addison's interactive videodisc of Eadweard Muybridge's motion-study photography. Hundreds of visitors were delighted to view an exhibition of more than ninety works by Winslow Homer. The Addison's exhibition and education programs serve the school, the community and scholars worldwide.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building, which consists of the original 1930 structure and an addition of 30,000 square feet completed in 1988, contains the academy's main collection of over 100,000 volumes. The library subscribes to 260 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection in microform. The stacks are open. The Oliver Wendell Holmes Library, like libraries everywhere, is in the midst of a technological revolution that will provide more information from more places to more people more rapidly than ever before. Currently, the library has in place a fully automated catalog ("OWL"), access to the Internet global computer network and more than 780 subject-oriented data bases, some of them full text. The Holmes is, indeed, a library without walls.

The library is primarily a teaching library. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve information rapidly and simply in all formats. Additionally, the faculty at Andover is active in many fields of research, and the library supports their work.

The library is home to more than 200 years of Phillips Academy archives and several special collections. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

The building, open more than eighty-five hours each week, contains seminar rooms, faculty research carrels, a faculty reading room and a number of classrooms.

THE COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a 125-acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners, mountain bikers and skiers make extensive use of the sanctuary, as does the academy's Search and Rescue program.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Since its founding in 1901 through the bequest of Robert Singleton Peabody (PA 1857), the museum has been an important center for archaeological education. In making his gift, Peabody expressed his desire to bring to students "as clearly as possible, and in the most pleasant way . . . the knowledge that such a science as Archaeology exists." As a passionate amateur archaeologist with a lifelong interest in Native-American culture, Peabody also wanted to foster respect and appreciation for the native people who have inhabited this continent for more than 12,000 years.

During its first seventy-five years, the Peabody played a key role in the development of American archaeology. Recently, the museum has re-emphasized its primary role as a teaching museum. Its collections include more than 500,000 artifacts ranging from Paleo-Indian to contemporary and representing nearly every tribe in North America.

The museum's programs and exhibits serve several goals: to allow for the study and preservation of the record of Native American cultures, to involve Native American people as full partners in this work, to teach the discipline of archaeology and to teach an appreciation and respect for human cultural diversity. All of this helps to prepare students to live in a multicultural, global community.

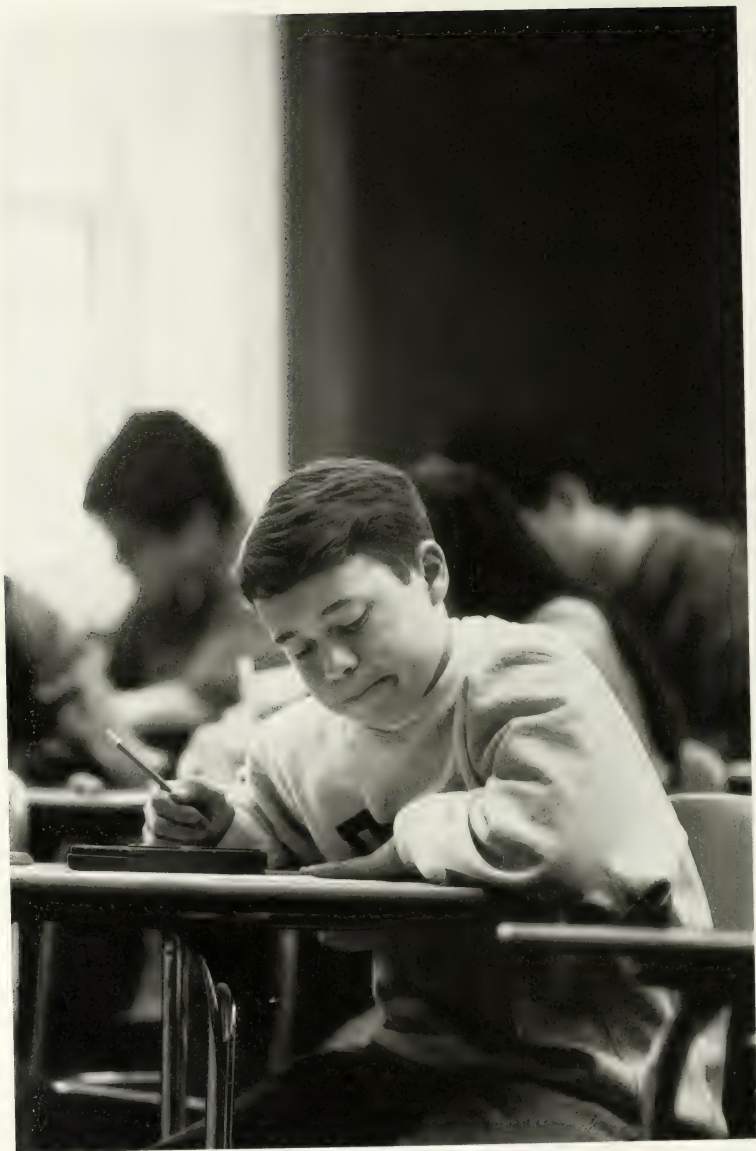
An unparalleled resource for Phillips Academy and the community, the Robert S. Peabody Museum is a repository of information where American history stretches back at least 12,000 years, a laboratory where science is demonstrated and conducted and an educational center where ideas of community, culture and craft are being explored.

PHILLIPS ACADEMY COMPUTING FACILITIES

The Computer Center, located in the lower level of the Oliver Wendell Holmes Library, contains two computer classrooms and a computer laboratory filled with more than seventy computers (Macintosh, IBM and Apple IIe) and printers (laserdot matrix and color). The center is an evolving hub of electronic technology, constantly being updated with new equipment, such as, scanners and CD-ROM players. The Center is open to students for their individual work, and faculty frequently use the computer classrooms for lessons and demonstrations in nearly all academic subjects. Two adjunct labs, located in Morse Hall and Evans Hall, are used as computer classrooms during the day and are open for students during busy times of the term. The Computer Center has been recognized for its outstanding work by Apple Computer, Inc., as a Macintosh Reference Site and as a Solutions '91 School. The technology department regularly schedules free training sessions for faculty, staff and students and operates an on-site repair center.



Jack Red Cloud wearing the silver Peace Medal given to his father by President Ulysses S. Grant, 1871, photographed by Warren K. Moorehead, Pine Ridge Agency, South Dakota 1909. From the R. S. Peabody Museum of Archaeology.



THE ACADEMIC EXPERIENCE



by Susan McCaslin

THE CURRICULUM

Fulfillment of the school's diploma requirements and academic guidelines provides a rigorous program of study that is both broad and well-balanced among the arts, humanities and sciences. Andover's extensive elective courses beyond the diploma-requirement level enable a student to choose an area of interest and to pursue it in depth—whether it is researching recombinant DNA, studying fractals or taking a seminar in existentialism or *Images of Women* or *American Race Relations*. Andover's relatively large size enables it to offer students breadth and depth. In every depart-

ment, courses are offered beyond the college entrance level.

Requirements for a diploma vary according to the level at which a student enters the curriculum. They are described fully in the Andover *Course of Study* booklet. Another benefit of Andover's size is the academy's ability to offer a variety of entry-level courses in all departments in order to respond more sensitively to a student's incoming level of preparation. In areas such as math, science and languages, where knowledge is cumulative, this flexibility permits students to move at a pace that makes the best educational sense for them and so to gain a firm foundation for future achievement in these areas.

The focus of the curriculum in the lower two years is to provide broad exposure to a variety of disciplines, with an emphasis on building skills. The ninth grade curriculum is carefully structured and includes a coordinated approach to English, history, and art or music. Groups of students take these subjects together so their teachers can confer on assessing each student's skills and abilities. As students progress into the upper two years, they are presented with increasing elective choice so that they may fashion a largely individualized program in the senior year.

The Andover curriculum encompasses 285 courses in eighteen academic departments. An academic advisor guides a student throughout his or her career to develop a program of study that meets his or her needs, interests and abilities while ensuring a sound foundation in the liberal arts.



*Course Listing**Visual Studies (diploma-
requirement foundation
course)**Visual Studies for Juniors**Introductory and Advanced
Ceramics**Introductory, Intermediate,
and Advanced
Photography**Drawing and Two-
Dimensional Design**Three-Dimensional Design
Sculpture**Contemporary
Communications**Video and Computer
Animation**Computer Graphics**Introductory and
Continuing Painting**Watercolor Painting**Printmaking**Architecture**Filmmaking**The Vietnam Legacy in
Literature and Film**Art History**Advanced Placement in Art*

The Art Department courses help our students explore the relationship between seeing and thinking, and challenges them to involve themselves in the creative process. The diploma-requirement Visual Studies course is the cornerstone of the Visual Arts curriculum and is a prerequisite for all elective art courses. Students learn that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Recently, three-dimensional design and computer graphics and video projects have also been included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery.

Fundamentally, the study of visual art at Andover is about risk-taking, wandering through the creative process being open to change, allowing spatial reckoning to override linear thinking, and finding image solutions rather than the "right" answers.

The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries.

Beyond Visual Studies, a wide range of elective courses offers opportunities for in-depth exploration of various visual media. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of ten practicing artists. Exposure to art faculty exhibitions and works in progress, as well as access to the remarkable collection at the Addison Gallery of American Art, enhance the studio experience.

Work spaces in the Arts and Communications Center include a fully-equipped wood and metal shop, two complete photography labs, printmaking facilities, two video-editing rooms and a computer graphics studio. The painting and ceramics studios are in nearby buildings.

CLASSICAL STUDIES

Course Listing

Etymology

Greek Literature

Classical Mythology

Structure of Classical

Languages

Courses in Latin and Greek

are listed under Foreign

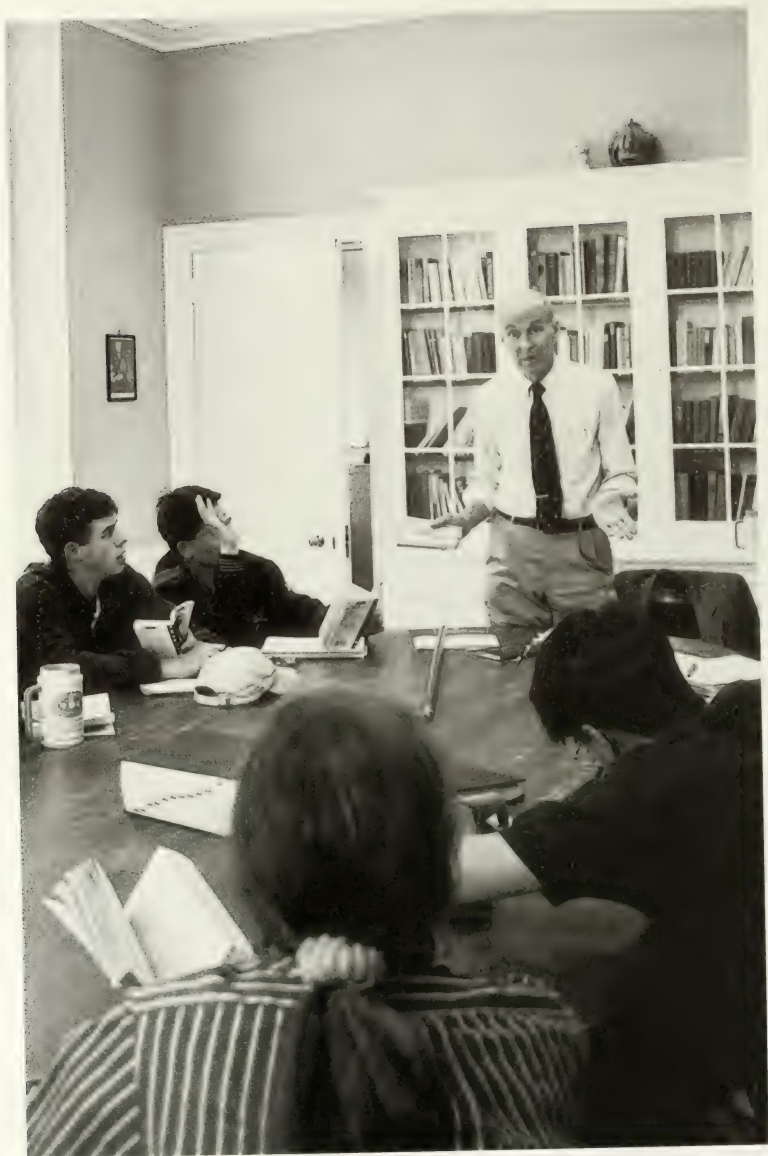
Languages.

Four full-time members of the Classics Department teach several elective courses in Classical Studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology.

Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English which address both ancient and modern cultural concerns. Students who have distinguished themselves at the third-year level may enter an honors sequence and complete five years of study in four years.





ENGLISH

Course Listing

REQUIRED COURSES

The Myth and the Journey

(three terms for all
juniors)

English Competence

(three terms for all lowers)

The Seasons of Literature

(two terms for uppers)

Shakespeare

ELECTIVE COURSES

Non-Fiction Writing

*Writing Through the
Universe of Discourse*

Literature of Two Faces

Topics in English Literature

American Writers

Theme Studies

Genre Studies

James Joyce

Man and God

Study of Resistance in

Literature and Film

Backgrounds in English

Literature

*Shakespeare on the Page
and Stage*

The Short Novel

Satire and Comedy

Novel and Drama Seminar

Creative Writing

Literature of the Quest

Playwriting

Images of Women

Chaucer and His Age

*The Vietnam Legacy in
Literature and Film*

Period Studies

Writers in Depth

The English Department's writing and literature programs are inextricably connected. Developed from the twin notions that younger students have a special affinity for myth and a vivid consciousness of themselves as emerging adolescents, the junior program encourages an understanding of myth through the study of *The Odyssey*, *The Tempest* and other journey and quest myths, and encourages a perspective on the developing self through such works as *Great Expectations* and *Black Boy*. The students keep journals and write short papers. The program aims to induce a love of literature and personal writing.

Lowers at first write essays which concentrate on analysis, argumentation, persuasion and comparison and also write an extended research paper. Along the way, they expand their vocabularies and acquire a rhetorical and literary lexicon. In the spring term, as they get ready for the upper year, the students apply their maturing writing skills and growing vocabularies to the study of short stories, essays and poetry.

For uppers, the program returns initially to a mythic foundation with such works as *Oedipus Rex*, symbolic stories from *The Old Testament* and *Doctor Faustus*. The course then pursues literary examples of tragedy, romance, irony and comedy through three large historical periods and many cultures. Students typically discuss these works in class and then write regular papers of formal literary analysis, but teachers also encourage such complementary alternatives as journals, narratives, role-playing and satire. The course provides uppers with an incipient grasp of literary mode and with an exposure to the historical, mythic, psychological and cultural contexts of literature.

The department offers about two dozen term-contained elective courses for seniors: writing courses in fiction, non-fiction and poetry and such literature courses as Chaucer, Shakespeare, Literature of the Quest, The Vietnam War in Literature and Film, Images of Women, and Novel and Drama Seminar. These courses all engage students in literature on a sophisticated level, and all require regular writing. The English Department's three dozen faculty members include award-winning poets and playwrights and several novelists, journalists and critics, all of whom are committed to nurturing their students' writing.

FOREIGN LANGUAGES

Intensive introductory courses in Italian and Japanese are offered for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration.

A faculty of thirty teachers in the Foreign Languages division offers Andover students many choices for completing the diploma requirement of three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this basic requirement as a foundation, many students choose to move well beyond in more specialized areas. Accelerated classes are available which complete, for example, the work of four years in three.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify for advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-advanced placement course.

At all levels of study, students supplement their course work with videotapes, audio tapes and computers and with such activities as foreign language theatrical performances, radio shows broadcast in foreign languages, cultural festivals, language tables in the dining room, visits by performing groups and trips to special events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

A microcomputer-controlled cassette system Language Laboratory supplements the classroom experience. It may be used for group oral work during class time and for individual homework and drills during evening hours.

For Andover's School Year Abroad program and other international off-campus opportunities, see page 79.

FOREIGN LANGUAGES

CHINESE

*Beginning, Intermediate and
Advanced Chinese*
Stories in Modern Chinese
*Communications in Modern
Chinese*

FRENCH

*Beginning and Intermediate
French*
Le Village Français
The Novel
Film
Journalism
Short Stories
Theater
French Civilization
*The Non-European French
World*
French Literature
Advanced Conversation
History of France
Advanced Placement Language
Advanced Placement Literature
Modern Literature

GERMAN

*Beginning, Intermediate and
Advanced German*
Advanced Placement Language

GREEK

*Beginning, Intermediate and
Advanced Greek*
Illiad and Odyssey
History, Tragedy, Lyric

ITALIAN

*Intensive Introductory Course
for Seniors*

JAPANESE

Introduction to Japanese
*Intensive Introductory Course
for Seniors*

LATIN

Introduction to Latin
Ovid, Apuleius
Petronius, Catullus, Vergil
Comedy, Biography and Epic
Advanced Epic, Lyric and Prose

RUSSIAN

*Beginning and Intermediate
Contemporary Russian*
Conversation and Composition
*Composition and Russian
Classical Literature*
Advanced Placement Russian
*The Russian People: Their
Heritage and Literature*

SPANISH

*Beginning and Intermediate
Spanish*
Intensive Language Practice
Readings in Spanish
Conversation and Composition
Current Events; Video
*Contemporary Spanish and
Spanish-American Literature*
*Introduction to Spanish
Literature*
*Advanced Placement in
Literature*
Advanced Spanish Language
*Major Works in Spanish and
Spanish-American Literature*

HISTORY AND SOCIAL SCIENCE

Course Listing

REQUIRED COURSES

The Human Experience

United States History

*United States History for
International Students*

ELECTIVE COURSES

The Early Modern World

*The World in the
Nineteenth Century*

*The World in the Twentieth
Century*

Modern European History

Introduction to Economics

Urban Studies Institute

Comparative Government

International Relations

The Russian Experience

*Asia: China, Japan and
India or Southeast Asia*

Africa and the World

The Middle East

Latin American Studies

Ancient History

Issues in Economics

American Race Relations

Masculine/Feminine/

*Human: Issues in Gender
Relations*

Nuclear Power and

*Weapons—Proliferation
and Response*

The Renaissance

Victorian England

The Courts and Individual

*Liberty and Equality
Under Law*

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field.

In the upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, complete the department's diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government or International Relations. A yearlong Advanced Placement survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Issues in Gender Relations, and Nuclear Power and Weapons.

In the required United States History course and in several of the senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified uppers and seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence, Massachusetts. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of more than twenty members, among them historians, social workers and social scientists.

MATHEMATICS

Course Listing

COURSES LEADING TO THE SATISFACTION OF THE DIPLOMA REQUIREMENT

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions

ELECTIVE COURSES

Precalculus-Trigonometry
Probability
Statistics and Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus (six different courses)
Honors Mathematics
Seminar
Linear Algebra
Calculus of Vector Functions
Computer Programming:
Beginning, Intermediate
and Advanced
Independent Projects

The twenty-six members of the Mathematics Department teach a curriculum built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Entering students whose previous course work was in elementary algebra will take geometry unless a placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy the diploma requirement by taking Intermediate Algebra and the first two precalculus trimesters unless the placement test shows a need for Algebra Consolidation first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There is a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses; more than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra and vector analysis.

The Mathematics Department is located in Morse Hall, which is equipped with fourteen IBM computers, twelve Macintosh computers and, in each room, graphing calculators and overhead projection systems. The variety of computer courses ranges from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.

The community of students who like math at Andover is sizeable. Some did advanced mathematics when they were quite young; many join the student math club and math team, which has ranked number one in New England several times in math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Students who have difficulty with math are invited to evening math study halls for extra help.

MUSIC

Course Listing

REQUIRED COURSES

The Nature of Music
Survey of World Art Music

INTERMEDIATE ELECTIVES

Jazz
Survey of World Popular Music
Electronic Music
Advanced Electronic Music
Words and Music

ADVANCED ELECTIVES

Survey of Western Music History
Theory and Composition I; II; III
Chamber Music Seminar

APPLIED MUSIC ELECTIVES:

African Drumming Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrument and Vocal Lessons

The Music Department faculty consists of ten residential teacher-performers, twenty-seven adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), carillon and voice.

Andover offers courses in all areas of music study and for all levels of student. The Nature of Music (Music 20) begins the diploma requirement for students without extensive previous experience in music. Students who have studied music (particularly an instrument) intensively will frequently pass an exemption exam which allows them to initiate their music diploma requirement by taking an upper level elective instead of Music 20. Upper level offerings include two levels of Electronic Music, three levels of Theory and Composition, including two terms devoted to preparing for the Advanced Placement exam, Survey of Western Music History, Jazz History, Seminar in Chamber Music Analysis and Performance and a course devoted to words and music.

Students of all levels can participate and perform in many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a fifteen-member madrigal group), the Chapel Quartet, the Handbell Choir, the Gospel Choir and several small, less formal singing groups (All That Jazz, Eight-n-One, Front Row, Six Pack). Wind players have multiple opportunities as well: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

The academy sponsors more than eighty concerts on the campus each year. Most of these concerts take place in the Timken Recital Room in the music building, Graves Hall. Graves Hall, beautifully renovated, consists of three large classrooms, two large rehearsal/concert rooms, a music library (recordings and scores), an electronic music studio and nineteen practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music. The chapel also houses three new organs for the use of beginning and advanced organ students. One organ is located in Kemper Chapel, the second is portable, and the third, located in the main chapel, is a thirty-stop, double manual, tracker-action instrument.



PHILOSOPHY AND RELIGIOUS STUDIES

Course Listing

The Biblical World View
Introduction to Ethics
Religious Discoverers
Eastern Religions
Religions of the Book: Judaism
Christianity and Islam
The New Testament Perspective
Proof and Persuasion
Views of Human Nature
Post-Biblical Jewish Thought:
Responses to the Holocaust
Law and Morality
Nonviolence in Theory and
Practice
In Search of Meaning
Bioethics: Medicine
Bioethics: The Environment
Existentialism
In Search of Justice
Great Philosophers
Advanced Studies in Religion

The Philosophy and Religion Department and its faculty of six seek to initiate students into three distinct and interrelated human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended to provide an introduction to outstanding literature in the field and to assist the student in developing a personal response to the search and the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry. It seeks to encourage growth in understanding and empathy among different cultures, traditions and social groups. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty; no topic, subject or pattern is excluded *a priori*.

PSYCHOLOGY

Course Listing

Introductory Psychology
Developmental Psychology

The Psychology Department faculty consists of three doctoral level, licensed psychologists who both teach and provide psychological counseling services. Two elective courses for uppers and seniors are offered which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment.

The Introductory Psychology course is designed to introduce the student to the complexity and diversity of psychological inquiry. Topics covered include personality theories, research methodologies, human development, social behavior and psychopathology.

The Developmental Psychology course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading as well as direct observation and interaction with children of different ages.





SCIENCE DIVISION

Course Listing

BIOLOGY

Introduction to Biology

College Biology

Ecology

Animal Behavior

Microbiology

Evolution and Ecology

Advanced Placement

Biology

Molecular Biology

Human Physiology

Biology-Chemistry

Laboratory

The science program at Andover is designed to expose students to the range of science that will enable them to be responsible, informed citizens and to continue to study the areas of science that interest them. Ideally, their curiosity will be piqued, and they will become confident, active questioners, problem-solvers and experimenters in the laboratory, in the classroom and as independent learners. The requirement of two yearlong courses (including laboratory work) and the guideline of an additional three terms provide extended experience with two sciences and a chance to study a favorite discipline in more depth, as well as to have some experience with both the biological and the physical sciences. The particular sequence of science courses for any particular student depends on interest and math level.

BIOLOGY

In addition to two yearlong courses in introductory biology, the department offers four courses at the advanced level, three intermediate courses and a laboratory research course. The introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) and offer topic-centered work in biology for students who enjoyed the introductory courses.

Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses permit students to study some topics in considerably more depth than is usual in a typical Advanced Placement course after reviewing and building on material introduced earlier. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used. Students who are particularly interested in advanced placement may take a yearlong advanced biology course or a sequence of advanced courses which prepare for the Advanced Placement examination.





SCIENCE DIVISION

Course Listing

CHEMISTRY

Introduction to Chemistry

College Chemistry

*Chemistry of the
Environment*

Chemistry of Nutrition

Organic Chemistry

*Advanced Placement
Chemistry*

*Biology-Chemistry
Laboratory*

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

CHEMISTRY

The central course in the Chemistry Department is introductory inorganic chemistry, which includes the study of atomic structure, stoichiometry, bonding, gases, solids, solutions, thermochemistry and thermodynamics, kinetics, equilibrium, acid-based reactions, electrochemistry, nuclear chemistry and organic chemistry. Interactive lectures, chemical demonstrations and group work are used in class to show how these seemingly abstract topics are an integral part of everyone's world. The use of computer graphing and graphing calculators has added depth and sophistication to this endeavor.

Lab work that is largely quantitative and closely related to theory is an important part of the way in which students explore chemistry and accounts for about a quarter of the work in the course. Students work alone and also in groups and use the labs to test out and explore the reality of text assertions. Tools available to them include top-loading balances correct to a hundredth of a gram, analytical balances correct to a tenth of a milligram, spectrophotometers, pH meters and voltmeters. All laboratories are equipped with ample ventilating hoods.

The course is taught at three levels; the highest prepares students for the Advanced Placement Examination. College texts are used at all three levels. (See Course Listing for other courses.)

SCIENCE DIVISION

Course Listing

PHYSICS

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum

Mechanics

Physics Seminar

PHYSICS AND ASTROPHYSICS

The Physics Department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and "modern physics." (See Course Listing for other courses.)

The Physics Department operates the Thornton Observatory, which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis.

The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph and computers for rapid data analysis, word processing or programming. The Duke Microcomputer Laboratory is housed in the physics wing of the science building and is networked to the resources of the Computer Center.

Past student independent projects have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.

THEATER AND DANCE

Course Listing

Introduction to Acting
Public Speaking
Technical Theater
Theater Theory and History
Introduction to Directing
Advanced Acting and
Directing Workshop
Play Production
Shakespearean Workshop
Introduction to Dance

The Department of Theater and Dance offers students academic courses in all aspects of theater and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theaters.

In theater, students may study acting and directing; design and construction in scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a newly completed, state-of-the-art complex that includes a workshop theater which seats eighty; a "black box" theater which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theater that can be configured into proscenium, three-quarter or arena-style seating. This major theater boasts a computerized expressions light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, between twenty and thirty productions are mounted by students working for academic credit under the direction of theater and dance department faculty, as well as by students in extracurricular organizations. Additionally, professional guest artists in both theater and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 1994, for example, Andover students performed *The Song of Jacob Zulu* immediately after the musical left Broadway. The student actors were directed by "Zulu's" playwright, Tug Yourgrau, while the student chorus was rehearsed by the singing group Ladysmith Black Mambazo.





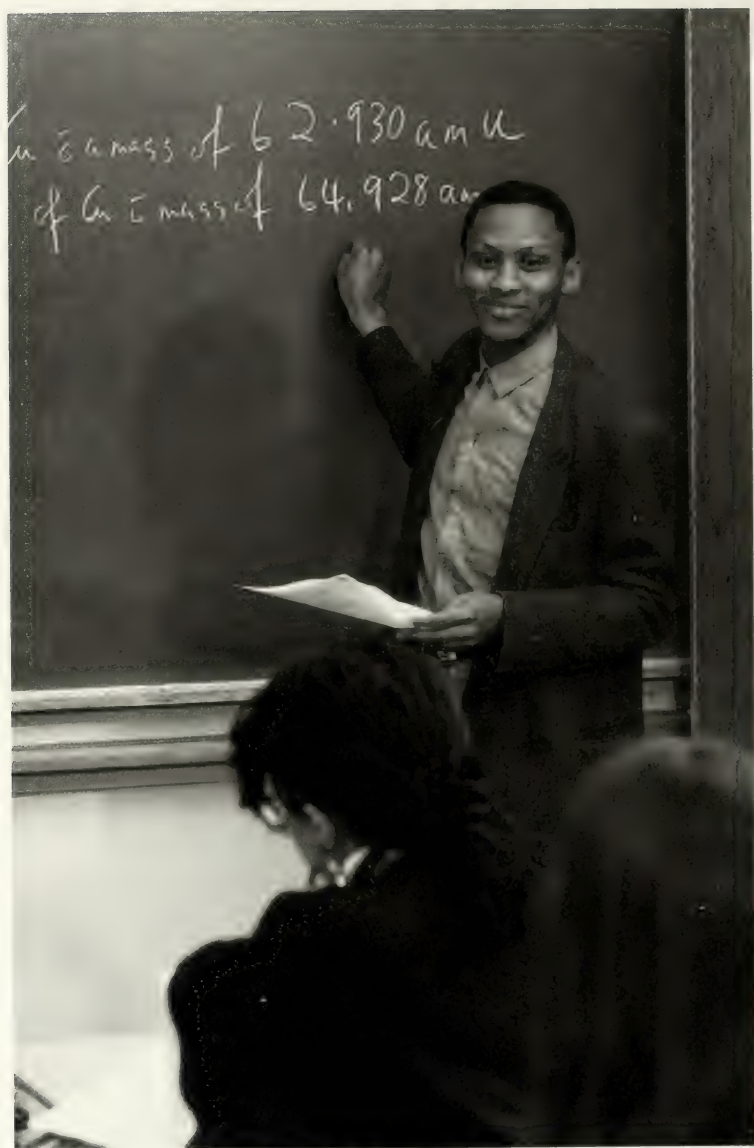
COLLEGE COUNSELING

At Andover, the College Counseling Office carefully guides uppers and seniors through the process of applying for admission to college. The counseling starts in the fall of the upper year with a series of class- and cluster-based meetings to outline the eighteen-month cycle and to explain and demystify the college admission process. Each student is assigned to one of the five college counselors for one-on-one consultation, which begins in February of the upper year. Two individual conferences occur in the spring, the first to review academic, personal and extra-curricular histories and to establish appropriate tailor-made criteria for the development of the initial college list, which is the subject of the second meeting. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. Parents are enlisted from the outset as partners in the process and are encouraged to communicate their ideas and concerns to the college counseling staff. A quarterly newsletter is mailed to parents from the College Counseling Office.

The College Counseling Office maintains a library of college catalogs, financial aid information and testing materials. The office hosts several hundred college admission representatives annually, coordinates the college admission testing program and presents workshops and seminars on various aspects of the college admission process, such as interviewing and essay writing.

The office's goal is to help Andover students take charge of this important rite of passage and together to create choices in April of their senior year.

For a listing of college matriculants for the 1993 graduating class, please see page 112.



THE FACULTY



by Helmuth W. Joel, Jr.

"*Passionate!*" a senior exclaimed when asked to describe Andover's teachers. *Passionate* means instructors in Russian who take turns teaching first-year classes so students will hear different voices. It means mathematics teachers, excited about applications of the graphing calculator, who remember to begin classes with students' questions from the previous day's homework. It means English teachers whose devotion to language inspires a class on Toni Morrison or N. Scott Momaday as readily as one on Edith Wharton or William Shakespeare—or indeed one featuring students' own writing. It means a physics teacher visiting another teacher's Physics 20

class and finding herself speculating as intensely as the students on whether the specific heat of an egg will be higher than that of the boiling water around it. It means a history teacher who, while on a Phillips Academy trip to a prison on Gorée Island, Senegal, discovered spiritual affinities with his forebears, and later found that his exploration of the black experience in America had been enriched forever with the tears he shed there.

Andover faculty members know that the best questions and activities make the best classes. They know that life is full of mystery, some of which can be understood. They know that hard work rather than fear or drift will bring answers to questions. They embrace students in their efforts to comprehend and create, not only in various academic subjects but also in their developing selves. The faculty knows that one student's path will be different from another's, but along each path the student will explore classes, the dining hall, athletics, extracurricular activities and dormitory life. The faculty values different ways and different people; it seeks everyone. *Passionate* indeed the faculty is, yet *compassionate*, as well, devoting themselves to education of the individual as the best hope for all.









TOM LYONS

A.B. Harvard University
M.A.T. Harvard University
Instructor in History

An instructor in history for nearly three decades and faculty advisor to *The Phillippian* for more than two of them, Tom Lyons has inspired generations of Andover students with his vast knowledge and love of United States history and constitutional law.

The winner of Harvard University's Distinguished Secondary School Teaching Award in 1966 and the New England History Teachers Association Kidger Award in 1986, Mr. Lyons has created some of Andover's finest history courses, including The Modern Presidency, Black History, Prophets and Prophecy, Urban History and a senior seminar on the Constitution and the Supreme Court from 1935–1994. He is also the author of eight books on United States history, politics and foreign policy.

Mr. Lyons has been a house counselor and a football and baseball coach. As advisor to *The Phillippian*, Andover's school newspaper, Mr. Lyons guides his editors through the many complex issues involved in our constitutional right to a free press.

ADA FAN

A.B. Harvard University
M.S. Boston University
M.A. University of Rochester
Ph.D. University of Rochester
Instructor in English

Ada Fan worked as a journalist, critic, writer and college lecturer before arriving at Andover in 1980 to begin what has become her brilliant career as an instructor in the English Department.

A teacher of required courses in writing, literature and Shakespeare, and of electives in fiction and non-fiction writing, Ms. Fan also teaches the seminars American Writers, British Writers and James Joyce, and created the important senior elective course, Images of Women.

Outside of the classroom, Ms. Fan has been an advisor to Andover's Student Council and to Asian and Asian-American students. She was the coach of the only undefeated field hockey team in Andover's history (the varsity team of 1985) and is a house counselor in Stimson East, where she and her family have lived for more than a decade. She has written dozens of magazine articles, reviews and short stories and is currently at work—in her spare time—on a novel.

KEVIN HEELAN

B.A. St. Mary's College of Maryland
M.F.A. Smith College
Instructor in Theater and Drama

An award-winning playwright and actor, Kevin Heelan personally directs many main stage campus productions and oversees operation of the student-managed Black Box Theater.

Mr. Heelan's own works include *Heartland*, published by Samuel French Inc. and produced on Broadway starring Sean Penn; *Split Decision*, also published by Samuel French; *Ten East*; and *Distant Fires*, a work about six construction workers on the job. Premiered by the Hartford Stage Company in 1986, *Distant Fires* was selected winner from over 1,300 other scripts for Best Play by the CBS/ Dramatists' Guild. Most recently, with Norman Lear, he wrote the script for the pilot of the television series "704 Hauser."

Mr. Heelan has been cited by both *The Boston Globe* and *The New York Times* as one of America's promising playwrights. *The Split Cherry Tree*, a movie he wrote, was nominated in 1982 for an Academy Award for Best Live Action Short. In 1987, Mr. Heelan received a grant from the National Endowment for the Arts.

Mr. Heelan is co-house counselor with his wife, Kim, in Stimson West dormitory and coaches football and lacrosse.

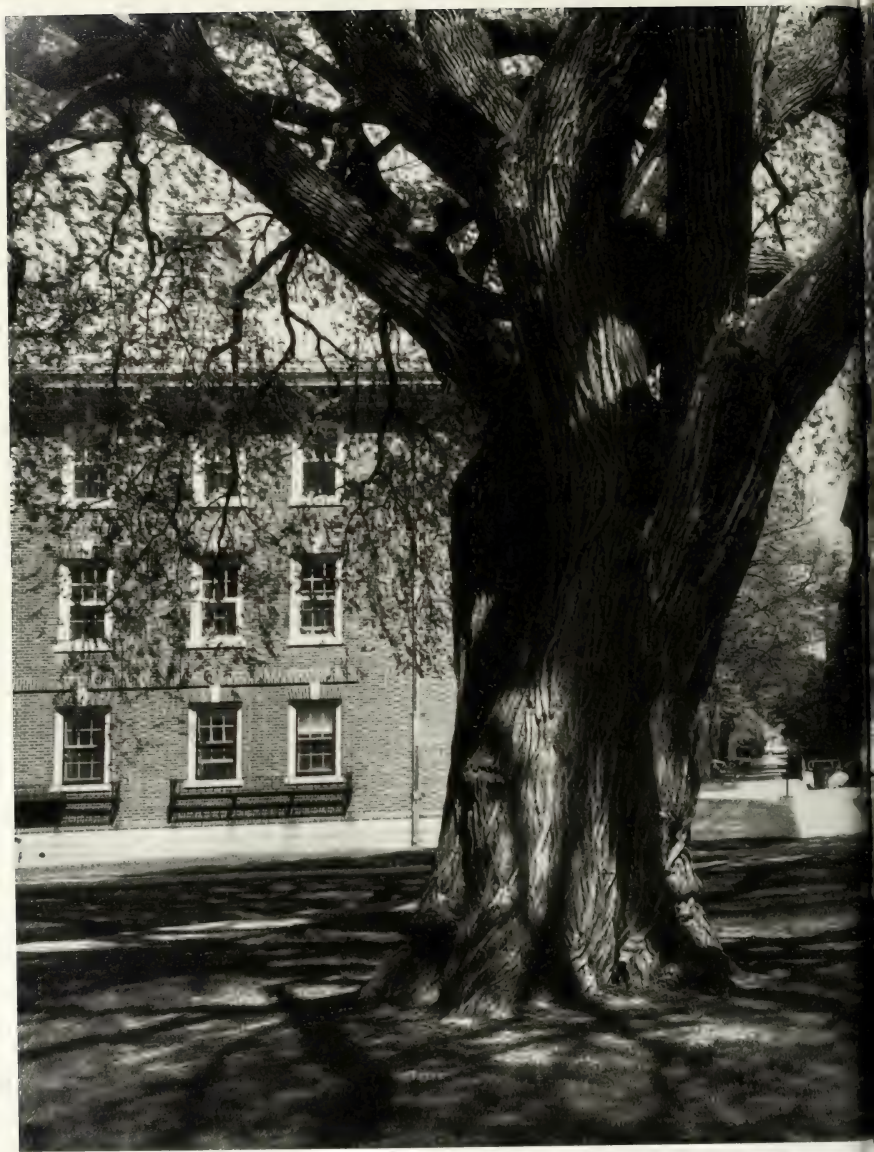
LYDIA GOETZE

A.B. Radcliffe College
M.A.T. Johns Hopkins University
Instructor in Biology

Lydia Goetze came to Andover in 1980 and since then has been a major architect of the biology curriculum and a profoundly creative force in the department. She teaches biology and molecular biology, Evolution and Ecology, and a laboratory research course that covers recombinant DNA techniques as well as independent projects.

Ms. Goetze has introduced laboratory and field work to the advanced biology courses, has created a yearlong biology course for ninth graders and, as part of her ongoing work to present science in a less "Eurocentric" way, has collected and exhibited portraits of scientists who are African-Americans or women. She has also done a great deal of work studying how students can use their own writing, especially informal writing, to help them learn science.

Ms. Goetze has been a house counselor in Stevens West in the Rabbit Pond Cluster and is a coach of Search and Rescue, where she perfected her ability to kick steps up a steep slope in bear paw snowshoes at -20°F. This feat she calls "one of my more esoteric Andover skills."







ATHLETICS



by Leon Modeste

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the Athletic Department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. Athletic trainers test varsity athletes for fitness and prescribe conditioning programs. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as

scuba diving, Search and Rescue, classical ballet, basics, modern dance, yoga, double Dutch jump rope and aerobics. At Andover, to play is the thing!

All lowers take one challenge-based physical education course five hours a week for one term. In the course, they are tested for physical aptitude and instructed in safety, health, and exercise physiology. They learn drown-proofing, master a ropes course and gain the information and skills they will need to maintain lifetime wellness.

In addition, these students join all other students in our afternoon athletic program, which includes varsity and sub-varsity competitive sports, intramural cluster-based sports, and recreational, dance and fitness activities. It is during these afternoon programs that varsity athletes are coached to reach their greatest potential as competitors, sub-varsity players learn games they have never played before, dancers rehearse for their performances, cluster competitors practice for their matches, cross-country skiers head for the trails, rowers head for the rivers, hikers head for the hills, the fitness center is full, the gym is noisy and the playing fields are overrun. The wide variety of Andover's offerings and the enthusiasm of coaches, trainers and instructors make these afternoon activities as much fun as they are beneficial.

The Athletic Department oversees the athletic program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

THE TRAINING ROOM

Andover's training room is a fully staffed coeducational facility that provides a variety of services to all students enrolled at the academy. The three full-time trainers work in conjunction with the school physician and the staff at Isham Health Center.

THE ATHLETIC COMPLEX

Since the founding of the school's first gymnasium in 1850, Andover's athletic facilities have been among the finest in New England. They include eighteen playing fields and twenty-five tennis courts; the Sorota Track; the Borden, Memorial and Abbot gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track, the Sumner Smith Hockey Rink, and the James C. Greenway boathouse on the Merrimack River.





INTERSCHOLASTIC VARSITY SPORTS

| FALL | WINTER | SPRING |
|----------------------|-------------------------------------|--------------------------|
| <i>Boys</i> | <i>Boys</i> | <i>Boys</i> |
| <i>Soccer</i> | <i>Basketball</i> | <i>Baseball</i> |
| <i>Football</i> | <i>Hockey</i> | <i>Cycling</i> |
| <i>Water Polo</i> | <i>Skiing (Alpine & Nordic)</i> | <i>Crew</i> |
| <i>Cross-Country</i> | <i>Squash</i> | <i>Golf</i> |
| | <i>Swimming</i> | <i>Lacrosse</i> |
| <i>Girls</i> | <i>Track</i> | <i>Tennis</i> |
| <i>Soccer</i> | <i>Wrestling</i> | <i>Track & Field</i> |
| <i>Field Hockey</i> | | |
| <i>Volleyball</i> | <i>Girls</i> | <i>Girls</i> |
| <i>Cross-Country</i> | <i>Basketball</i> | <i>Softball</i> |
| <i>Water Polo</i> | <i>Hockey</i> | <i>Cycling</i> |
| | <i>Skiing (Alpine & Nordic)</i> | <i>Crew</i> |
| | <i>Squash</i> | <i>Golf</i> |
| | <i>Swimming</i> | <i>Lacrosse</i> |
| | <i>Track</i> | <i>Tennis</i> |
| | | <i>Track & Field</i> |

INTERSCHOLASTIC, INTRAMURAL, RECREATIONAL AND FITNESS ATHLETICS

| FALL | WINTER | SPRING |
|----------------------------|-------------------------------------|----------------------------|
| <i>Ballet</i> | <i>Ballet</i> | <i>Ballet</i> |
| <i>Basics (fitness)</i> | <i>Basics</i> | <i>Baseball</i> |
| <i>Crew</i> | <i>Basketball</i> | <i>Basics</i> |
| <i>Cross-Country</i> | <i>Hockey</i> | <i>Crew</i> |
| <i>Double Dutch</i> | <i>Modern Dance</i> | <i>Cycling</i> |
| <i>Field Hockey</i> | <i>Search & Rescue</i> | <i>Double Dutch</i> |
| <i>Football</i> | <i>Skiing (Alpine & Nordic)</i> | <i>Golf</i> |
| <i>Modern Dance</i> | <i>Squash</i> | <i>Lacrosse</i> |
| <i>Search & Rescue</i> | <i>Swimming</i> | <i>Modern Dance</i> |
| <i>Soccer</i> | <i>Track</i> | <i>Rock Climbing</i> |
| <i>Squash</i> | <i>Wrestling</i> | <i>Search & Rescue</i> |
| <i>Swim Instruction</i> | <i>Yoga</i> | <i>Softball</i> |
| <i>Tennis</i> | | <i>Squash</i> |
| <i>Volleyball</i> | | <i>Swim Instruction</i> |
| <i>Water Polo</i> | | <i>Tai Chi Ch'uan</i> |
| | | <i>Tennis</i> |
| | | <i>Track</i> |
| | | <i>Ultimate Frisbee</i> |
| | | <i>Yoga</i> |









STUDENT LIFE



by Henry Wilmer

At Andover, we have plenty of room for kids from Beijing and Brooklyn, for artists and athletes, for conservatives and liberals, for Muslims, Christians and Jews, for philosophers and philatelists. We have plenty of room for our own student-run radio station and newspaper and for organizations concerned with politics, economics, nuclear issues, African and Latino culture in the United States, or chess. Special social events include concerts, speakers, dances (from heavy metal to rap to reggae) and celebrations to mark all sorts of cultural events. The kaleidoscope of people and points of view provided by our size means Andover students

can always find someone to share their interests, appreciate their talents and give timely advice when they need it—or to help them discover new interests, new skills and new perspectives. In education, change is the name of the game, and Andover students need plenty of room to play.

So Andover is a big school. But Andover is a big school that works hard to feel small. Each student belongs to a cluster, and for each student a house counselor or day student counselor, teachers, coaches and an academic advisor all provide advice and encouragement. The cluster system, combined with our academic and psychological counseling services, our Office of Community Affairs and Multicultural Development, our actively involved campus chaplains and our health center enable Andover to offer multiple opportunities for support and guidance—personal, social, intellectual, spiritual, cultural, psychological and medical. These resources permit us not only to react to student initiatives and needs, but also to provide a rich residential curriculum of special programs dealing with such issues as drug and alcohol use, human sexuality and racism.

Andover is a big school that feels small. Our purpose is to bring to our students the advantages of our diversity while at the same time making each feel confidently at home.

RESIDENTIAL LIFE

During the summer of 1993, a trustee and faculty committee ended a year's worth of study, conversation and introspection and issued a Long Range Plan for Andover's future. Subsequently adopted by the Board of Trustees, this plan emphasizes residential life as the school's top priority for the next few years. One result of this focus is the development of a new Life Issues curriculum for tenth grade students, with topics ranging from peer relations to community work. Another is an improvement in the faculty-student ratio in dormitories, achieved through a modest reduction in the size of the student body. Our goal is to enrich the interaction between house counselors and students and support for each student outside the classroom. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, including \$7 million for dormitories over the next two years. These changes will allow for even greater contact between students and faculty and will enhance the school's cluster system, the heart and soul of Andover's community life.

CLUSTERS

All students at Andover—boarders and day students—are assigned to one of the school's six "clusters," each of which functions as a small school within the academy. Dormitories are assigned to clusters according to their geographic location; each cluster includes girls' and boys' dorms, about 200 day and boarding students from all classes, and forty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system brings the advantages of a small school to an institution that already has the advantages of size.

The dean of students oversees the six clusters, each of which is supervised by a cluster dean who works closely with student leaders, who knows all of the students in the cluster, and who is available to students and to parents for information and advice. Each cluster has its own academic counseling, student officers, intramural athletics, and informal social activities.

DORMS AND COUNSELORS

Boarding students live in boys' or girls' dormitories with house counselors and their families. The house counselors are the students' advisors, an arrangement which facilitates communication. Additionally, a second faculty member is assigned to each dormitory to serve as a complementary house counselor and also as the students' academic advisor. Similarly, day students are paired with a faculty member who serves as both a counselor and academic advisor. Students are thus able to plan their academic schedules with an adult who knows them well. Parents can expect to hear from counselors at regular intervals and are encouraged to turn to these faculty members for information about a student's progress.

The dormitories vary in size, housing from four to forty-four students; the large dorms have several faculty families in residence. All living arrangements encourage

close relationships among students and between students and house counselors' families. One-third of the boarding students live in single rooms, two-thirds in large double rooms. Because students benefit from knowing members of all classes, most dormitories contain lowers, uppers and seniors. Juniors, our youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

RULES AND DISCIPLINE

Andover enforces a set of rules and procedures carefully designed to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of *The Blue Book*, summarizing rules and regulations; all students are held responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal, a decision ultimately made by the head of school. Andover takes special care to address issues associated with alcohol and illegal drugs, the possession or use of which is forbidden. To help our students understand why these substances interfere with development, intensive seminars are held each fall. At all times during the school year, professional counselors are available at Graham House and the dean of student's office. A Drug and Alcohol Awareness Committee also offers peer discussion and support.

WORK DUTY

A faculty member is responsible for administering the student work program, which is designed to develop in our students a sense of community responsibility for the daily operation of the school, to remind them of the practical elements of life beyond academia, and to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories' hallways and common rooms, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice, and all students also take turns working in the dining hall.

DAILY LIFE AT ANDOVER

Andover operates on a trimester system. The year begins in mid-September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and every other Saturday morning in the fall and spring terms. Classes do not meet on Sunday.

This flexible weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the art and archaeology museums and for student-run extracurricular organizations such as the literary magazines, the school newspaper, the school radio station and the many student clubs. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays and informal activities.

Participation in athletics is required of all students, and athletics activities are scheduled four afternoons a week for approximately two hours each. On Wednesday and Saturday afternoons, varsity and sub-varsity teams participate in interscholastic competitions.

Meals are served in Commons, the central dining hall, composed of four handsome, traditional dining rooms and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Study hours are scheduled between 8 PM and 10 PM; students who use their free periods during the day to study can usually finish their homework by the end of these study hours. During these hours, students are required to be signed in either to their dormitories or to an academic area on campus.

Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks or supervising them for two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.









THE DAILY SCHEDULE

| | |
|----------------------|--|
| 7:15 AM | <i>Commons opens for breakfast</i> |
| 8 AM | <i>Classes begin. Seven 45-minute periods per day</i> |
| 9:45 AM— 10:15 AM | <i>Conference Period (for individual student-teacher conferences)</i> |
| 11:30 AM— 1:30 PM | <i>Lunch at Commons</i> |
| 2:45 PM | <i>End of last class</i> |
| 3 PM— 4:45 PM | <i>Sports</i> |
| 5:15 PM— 6:30 PM | <i>Supper at Commons</i> |
| 6:20 PM— 7:50 PM | <i>Music rehearsals</i> |
| 8 PM | <i>Underclass students are in their dormitories or doing academic work in the library, language lab, art studio, music building or math study hall.</i> |
| 10 PM | <i>Dorm sign-in for all students on week nights (During 5-day weeks, Friday evening sign-in for underclass students is 10 PM, 11 PM for seniors, and Saturday evening sign-in for all students is 11:30 PM).</i> |
| 11 PM | <i>Lights out for juniors on week nights</i> |

THE OFFICE OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT

The Office of Community Affairs and Multicultural Development sponsors workshops, lectures and educational programs for the entire Phillips Academy community. These programs assist students and faculty in examining issues of diversity and racism, with an emphasis on collaboration toward a better understanding of diversity within our society. Within the office a team of deans, advisors and program coordinators is available to provide counseling and support to individual students and to student groups.

In keeping with the school's Statement of Purpose, the mission of the office is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. Accordingly, the office is also the meeting location for Diversity Alliance—a collective made up of student leaders and faculty advisors of all the campus cultural clubs—and is available to other organizations for meetings and small study groups.

Education at Phillips Academy is intentionally both theoretical and human; therefore, students and faculty obtain the greatest benefit from freely sharing their ideas and values. This open communication contributes to building a strong community as it allows individuals to appreciate perspectives similar to and different from their own.

COMMUNITY SERVICE

The Community Service Program provides opportunities for students to volunteer time in service within the local communities of Andover, Lawrence, North Andover, Boxford and Tewksbury. Each year, more than 700 students take advantage of these rewarding projects, some of which comprise integral components of academic courses. Students tutor children in math or in English as a second language, help occupational therapists in their work with brain-injured adults, teach creative writing in a local elementary school, coordinate athletic programs for physically and mentally challenged youngsters, assist in day-care classrooms, work at a Habitat for Humanity site in conjunction with a history course in urban studies, visit with local Spanish- or Russian-speaking citizens, befriend residents at a nursing home and run a football clinic with members of the varsity football team and the local Boys Club.

The Community Service program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *Non Sibi* ("not for one's self"), they experience great personal growth.



RESIDENTIAL EDUCATION

Phillips Academy takes seriously its responsibility to help students maintain a healthy lifestyle and, in addition to the previously-mentioned Life Issues curriculum, has developed several specific programs to address alcohol use, human sexuality, eating disorders and many other issues that concern young people today. Some of the programs are required, some voluntary; all are for day students as well as boarders.

Each fall instructors from the Freedom from Chemical Dependency Foundation arrive at school for a week. All new students attend four basic classes in alcohol and drug use prevention; all returning students choose from among thirty-six related workshops.

Every student also attends Martin Luther King Day seminars in January and AIDS education workshops in the spring. Some students choose to take a Human Relationships and Sexuality seminar offered to uppers and seniors.

Those wishing to explore the issues of racism can take part in Anti-Racism Workshops sponsored by the Office of Multicultural Development and Community Affairs, or can join SARC (Students Against Racist Community). The Women's Forum and the new Date Rape Prevention Team offer programs which are designed to educate the community on gender issues. Other student-run organizations and support groups deal with such important issues as eating disorders and the aftermath of divorce. The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed school nurse-practitioner and eleven registered nurses who staff Isham Health Center. The health center is open 24 hours a day while school is in session. Services provided by Isham include lab work and x-rays, nutrition counseling with a dietitian and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately sixty medical and dental specialists in the greater Lawrence and Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

GRAHAM HOUSE

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

Reflective of the school's multicultural student body, the religious ministry at Phillips Academy is similarly diverse. A priest, minister and rabbi serve the ongoing liturgical and celebrative needs of Roman Catholic, Protestant and Jewish students. The chaplains also teach, counsel and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation and fellowship in a variety of settings both on and off campus.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillippian*, the academy's prize-winning, student-run weekly newspaper, is wholly uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. *The Pot Pourri*, the school yearbook, the school literary magazine *The Mirror* (Robert Frost was an early contributor), and many other student publications provide more opportunities for those with a literary bent.

Cultural organizations abound, as do course-related groups such as the Astronomy Club and German Club. The Newman Club and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Science Club may be listening to a State Department official discuss the Middle East; the Debate Team may be at work in the Debate Room of Bulfinch Hall.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

ORGANIZATIONS

- 8 'n 1 Club (singing group)*
Afro-Latino-American Society
AIDS Awareness Committee
All That Jazz (vocal jazz group)
Andover Ambassadors
Andover Drug & Alcohol Awareness Committee
Amnesty International
Andover Horticultural Society
Art Club
Asian Society
Astronomy Club
Backtracks (magazine of commentary)
Blue Key Society
Cantata
Catholic Confirmation Class
Chess Club
Children of Alcoholics Support
Chinese Club
Chinese Student Association
Choir
Classical Musical Society
Classics Club
Community Service
Computer Society
Courant (literary magazine)
Dance Club
Debate Club
Democratic Club
Diversity Alliance
Earth Friends
Fidelio Society (madrigal singing society)
Focus
French Club
Gay-Straight Alliance
German Club
Gospel Choir
Handbell Choir
Hellenic Society
Hong Kong Student Society
Indo-Pakistani Society
International Club
Jazz Band
Jewish Student Union
Junior Council
Korean Student Fellowship
Le Circle Francais
The Leaky Pen (satire club, with publication)
Math Club
Men's Forum
Model United Nations Club
Muslim Student Union
North Carolina Club
Nuclear Awareness/Education Orchestra
Oxfam
Peer Tutoring
Philharmonia Society
The Phillipian (student newspaper)
Philomethan Society (debating society)
Photography Club
Political Science Club
Pot Pourri (school yearbook)
Pre-Med Club
Prom Committee
Republican Club
Russian Club
Russian Tea (community service)
Students Against Racist Society
SMACK (political magazine)
Spanish Club
Student Advocates
Student Council
Ultimate Frisbee
Videovation
Women's Forum
WPAA (campus radio station)
Writing Club





COMPLEMENTARY PROGRAMS

Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be used as complements to this school. Thus far, the multiple schools idea has taken form in several programs which are open to Phillips Academy students as well as students from other schools. Phillips Academy tuition, fees and financial aid do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad offers to qualified uppers and seniors a full academic year of living and studying in France or Spain or a semester in China. Founded by Andover, SYA is now jointly sponsored by Andover, Exeter and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or foregoing rigorous preparation for college. Students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Spanish, French or Chinese) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel and all College Boards and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. Please write for a catalog:

Woodruff W. Halsey II, Director
School Year Aboard
Phillips Academy
Andover, MA 01810-4166

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities: *Fall term*—Novosibirsk, Russia; Paris, France; *Winter term*—Göttingen, Germany; Madrid, Spain; Abidjan, Côte d'Ivoire; Antibes, France; *Spring term*—Guadalajara, Mexico; Bologna, Italy; *Summer*—Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain; Toin Exchange Program, Yokohama, Japan. Each program has its special characteristics. For more information, consult the Division of Foreign Languages at (508) 749-4204.

OTHER OFF-CAMPUS PROGRAMS

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Exeter, allows a group of uppers and seniors to spend the spring term in Washington, D.C., working in the offices of U.S. senators and representatives.

The Mountain School Program of Milton Academy is a semester-long program for uppers which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. The Maine Coast Semester is a similar, semester-long program offered in Wiscasset, on the coast of Maine. Phillips Academy students may participate fall term only. Students continue their academic courses in addition to activities which emphasize practical skills and crafts.

It is also possible for seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of school-sponsored programs.

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² Program—Math and Science for Minority Students—offers mathematics and science instruction to African-American, Hispanic/Latino and Native-American students from selected urban centers. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)². Further information can be obtained by writing:

Edith L. Walker, Director
(MS)² Program
Phillips Academy
Andover, MA 01810-4166
Telephone (508) 749-4402

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session is a six-week program offering its students intensive academic and personal growth. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges and cultural activities and comfortable dormitories that prepare students for collegiate residential life.

More than sixty courses are offered in literature and writing, languages, mathematics, the sciences, OCEANS (marine biology at sea), philosophy, the social sciences and speech and debate. In addition, opportunities to pursue art courses,

music lessons and drama are also available, as is an extensive English as a Second Language Program. The average class size is fourteen.

The teaching faculty, composed of teachers from Phillips Academy and other private and public schools and colleges, are selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of some forty teaching assistants, recent college graduates whose enthusiasm for learning serves as a model for serious but joyful intellectual inquiry.

Applicants must be age 14 by June, and must be graduates of the eighth, ninth, tenth or eleventh grades with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Summer Session students represent an extraordinary diversity of religion, race and economic circumstances and come from approximately forty-five states, the District of Columbia, Puerto Rico and thirty other countries; approximately twenty-five percent are granted full or partial scholarships. A catalog can be obtained by writing:

The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810-4166
Telephone (508) 749-4400

Students currently enrolled in Phillips Academy's regular session are normally ineligible to attend the Phillips Academy Summer Session. Students attending the Phillips Academy Summer Session Program (who have not applied for regular session before summer school) normally do not apply for admission to the academy's regular session for a full calendar year. Exceptional cases may be reviewed by the director of the Summer Session.

SOME QUESTIONS YOU MIGHT HAVE

I am not familiar with boarding school; what will life at Andover be like?

In a boarding school, teaching goes on 24 hours a day. Andover's 1,180 students are adolescents who need guidance and support not only in the classroom, but in all aspects of their development, including their athletic ability, social skills, multicultural awareness and ability to make moral decisions. With a student/faculty ratio of six to one, Andover's faculty members are able to develop close relationships with their students and to guide them effectively in all of these areas. The cluster system of six "schools within a school" is also designed to create opportunities for close student-faculty contact and to give students the advantages of a small residential community.

Who are the students' advisors?

The primary advisor for a boarding student is his or her house counselor, whose apartment is in the dormitory and with whom the student often forms a close personal relationship. Boarding students also have a "complementary house counselor," a second adult who spends time in the dormitory and who also serves as the student's academic advisor. Day students have one faculty member who serves as both counselor and academic advisor. Additionally, all students have five or six classroom teachers and a coach or special activities advisor each term. These faculty members communicate regularly with each other and with parents, through formal correspondence as well as informal conversations and phone calls, and they encourage parents to contact them with any concerns.

What exactly is the cluster system?

A cluster is a group of about 200 boarding and day students and forty faculty families headed by a cluster dean. Each cluster is a microcosm of the school at large, composed of students from all four classes, from all backgrounds and with all sorts of interests. During the course of the school year, each cluster takes on its own distinct personality. The six clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, Rabbit Pond, West Quad North and West Quad South. In addition to forming the backbone of Andover's school spirit, the clusters provide the context for students' academic advising, disciplinary proceedings, personal counseling, intramural sports and weekday social functions. Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.

What kind of extra help is offered?

Classroom teachers and house counselors are available for one-on-one extra help sessions during the morning conference period and, because 95 percent of the teaching faculty live on campus, in the evening as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, and psychological counseling. Additionally, a math teacher is available three nights a week at math study hall.

How does Andover cultivate its multicultural community?

Informally, in conversations in the dormitories and around the quads, and simply by living together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community Affairs and Multicultural Development organizes anti-racism workshops, Martin Luther King, Jr., Day celebrations, and other such events, and the dean and staff of that office provide personal and academic counseling. Individual academic departments and the Head of School's Office also sponsor dozens of lectures, films and programs on cultural issues. Student-run organizations such as the Asian Cultural Society, the Afro-Latino-American Society, the Jewish Student Union, and several others also arrange educational programs and cultural celebrations.

How does going to Andover affect my child's chance of going to the college of her choice?

Many Andover graduates do go on to their first choice colleges, and Andover students are indeed highly sought and highly regarded by selective colleges. But college admission is extremely competitive, and going to Andover does not guarantee acceptance to the college of one's choice. What Andover does offer its students is a superb education, preparation to meet the academic and social challenges they will face at college, and guidance toward colleges where they are most likely to be stimulated, happy and productive.

What is the average number of students in a class?

The average class size is thirteen-fourteen; a class may be as small as eight or as large as eighteen.

How are day students integrated into the community?

Day students are involved in all aspects of school life. Like boarding students, they belong to a cluster, eat all meals at Commons, and participate in all cluster and school-wide events, including those held in the evenings and on weekends. Day students are also permitted to sleep over at a friend's dorm, just as boarders, with their parents' permission, are allowed to sleep over at a day student's home.

Does Andover have a dress code?

No, but we expect Andover students to be neat and clean and to dress appropriately for each occasion.

Can I afford Andover?

Yes; a wide range of options make it possible. The academy has more than \$6 million available annually for financial aid in scholarship grants and loans; approximately 40 percent of our students receive financial aid. Also, the academy has an innovative financing program, THE ANDOVER PLAN, which provides payment options suitable for a range of family financial situations. For complete information, please turn to page 93.



ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

In our experience, chronic illness, handicaps, or other limitations are not barriers to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid and Financial Planning, page 91).

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 12. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline, and decisions for this group may not be rendered before May 1. A deposit of \$1,000 is required to reserve a place at the time admission is offered to an applicant. If you have a question about Andover's admission or application procedures, call or write:

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line: (508) 749-4050
Academy switchboard: (508) 749-4000 ext. 4050

Office hours: Monday through Friday, 8:30 AM to 4:30 PM and designated Saturdays, 8:30 AM to 12:00 noon, October 1 through January 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time only choice which must be made when the application is submitted to the Admission Office.**

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Bradford, Boxford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.



FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. RETURN THE PRELIMINARY APPLICATION CARD

Submit the preliminary application card and the non-refundable \$35 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) Applications will not be considered unless the Preliminary Application Card and Fee are received.

2. SCHEDULE A PERSONAL INTERVIEW

Day student candidates must complete their interview by January 15, and boarding candidates by February 1. Candidates are urged to schedule interviews in either the spring, summer or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (see page 95). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

3. RETURN THE FINAL APPLICATION FORMS

Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by FAX.

4. TAKE THE SECONDARY SCHOOL ADMISSION TEST

(12th Grade or Postgraduate candidates are not required to take the SSAT.) Although most candidates submit the SSAT, candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. International students may submit the Test of English as a Foreign Language (TOEFL) in place of the SSAT or ISEE.

SECONDARY SCHOOL ADMISSION TEST

The 1995-96 Student Guide, published by the Secondary School Admission Test Board, Princeton, N.J. 08540, will be sent by Andover to all candidates who have filed a Preliminary Application. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

* November 18, 1995

December 9, 1995

* January 13, 1996

March 2, 1996

* April 20, 1996

June 15, 1996

* *International administration*

Candidates are strongly urged to take the SSAT administered in either November or December 1995. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January 1996 administration.

TWELFTH GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (CEEB, Box 592, Princeton, N.J. 08540).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 1995-96 is \$20,600 for boarding students and \$15,850 for day students. The average annual cost to educate a student at Andover is approximately \$30,950. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of \$1,000 must be received by the acceptance deadline, April 12, in the case of a newly admitted student, or by May 1 in the case of a returning student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1 and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly.

No refund will be made of the tuition for any student who withdraws, is dismissed, or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 70 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include materials for art courses, medical expenses, telephone charges, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about \$1,200. Tuition does not cover private music lessons or the cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.



FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created THE ANDOVER PLAN, an innovative package of five payment options.

Financial Aid

| | |
|----------------------------|--|
| <i>Operating Budget:</i> | <i>\$6,409,000</i> |
| <i>Scholarship Grants:</i> | <i>\$6,126,380</i> |
| | <i>Average grant for returning students: \$12,900</i> |
| <i>Student Loans:</i> | <i>\$500,000 in 1995-96</i> <i>(presently at 6% interest)</i> |

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out, and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 12. For more detailed information, direct your letter or telephone call to:

James F. Ventre, Director of Financial Aid
Phillips Academy
Andover, MA 01810-4161

Telephone: (508) 749-4050

FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created The Andover Plan, four different payment options, which were designed with the help of the Knight College Resource Group of Boston. Briefly, the options are: a one-time tuition payment that avoids tuition increases; access to a credit loan; arrangement of a monthly budgeting plan; and arrangement of an insured monthly savings plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

| Ten Month Payment Plan | Insured Tuition Payment Plan | Multiple Year Loan Plan | Guaranteed Tuition: Single Payment |
|---|--|---|--|
| <i>Features:</i> | | | |
| Annual educational expenses (or family contributions for financial aid recipients) in 10 equal monthly payments | Monthly savings plan for families. Monthly payments are made to an FDIC-insured Money Market account which earns current market interest | Reserve the funds to cover up to four years of school; interest is charged only on the amounts actually paid to the school | Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g., four for a junior, three for a lower, two for an upper. |
| Application fee of \$55 | | Favorable interest rate variable quarterly, 9.5% as of February 1995 (Set to 13-week T-Bill +4.5%) | |
| Participation on a yearly basis | Application fee of \$55 | | |
| Family pays Knight Tuition Payment Plans which pays Phillips Academy | Multiple year plan | Application Fee of \$55 | |
| <i>Benefits:</i> | | | |
| No interest | No finance charges | Flexible repayment terms | No tuition increases |
| Payments are spread over 10 months | No credit check | Low overall cost | |
| Optional life and disability insurance | Interest is paid on any net deposits | Optional life and disability insurance | |
| Families may budget any annual amount of expense over 10 months | Life and total disability insurance provided from the date of the first payment | Repayment begins immediately; families may take up to ninety-six months to repay four years of education expenses. Loans for one to three years of education are available with shorter repayment terms | |
| | Payments are spread over the period of education, e.g., four years for a junior, three for a lower, two for an upper, one for a senior | | |
| | Families can begin saving for college | | |
| <i>Eligibility:</i> | | | |
| Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Both families receiving financial aid and those not receiving financial aid | Families not receiving financial aid |
| <i>Obligation:</i> | | | |
| Monthly payments to Knight | Monthly installments to Knight | Monthly repayment of loan begins immediately to Knight | Prepayment of entire four, three or two years of tuition at first year's rate |
| <i>Source:</i> | | | |
| Family funds | Family funds | Loan | Family funds |



While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located Alumni Admission Representative and arrange for an interview. After you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 12 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni Admission Representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the February 1 deadline to avoid disappointment.

ALABAMA

Huntsville

James B. Blackmon, Ph.D. '57
Director of Product
Development/McDonnell
Douglas Aerospace
689 Discovery Drive, 35806
(205) 922-4555 (W)

ALASKA

Juneau

Andy Hemenway '66
540 West 10th Street 99801,
(907) 277-9080 (W)

ARIZONA

Phoenix

Kelly A. McMullen '66
16054 S. Eleventh Place, 85044
(602) 460-0639 (H)

Scottsdale

John Poinier '85
6201 E. Monterey Way, 85251
(602) 947-4964 (H)

Tucson

Donald B. Rollings '70
363 South Meyer, 85701
(520) 623-4091 (W)

ARKANSAS

Little Rock

Mose Smith III, M.D. '48
5326 W. Markham Street
Suite 14, 72205
(501) 664-1527 (W)

CALIFORNIA

Beverly Hills

T. K. Vodrey '52
1280 Lago Vista Drive, 90210
(213) 275-5529 (H)

Corona del Mar

John E. Kidde '64
3907 Inlet Isle Drive, 92625
(714) 640-7075 (H)

Costa Mesa

Katrina Moiso '83
429 Broadway, 92627
(714) 642-0821 (H)

Encino

Jeffrey L. Reuben '78
16379 Mandalay Drive, 91436
(818) 386-1232 (H)

Hacienda Heights

Johnson B. Lightfoote, M.D. '69
3329 Punta del Este, 91745
(818) 333-3456 (H)
(213) 889-2440 (W)

Laguna Niguel

Alison Hahn '83
7 Belle Isle Drive, 92677
(714) 495-8077 (H)

Los Angeles

David A. Cathcart '57
Gibson, Dunn & Crutcher
333 S. Grand Avenue, 90071
(213) 229-7308 (W)

Patrick A. Cathcart '64
Hancock, Rothert & Bunshoft
515 South Figueroa Street
17th Floor, 90071
(213) 623-7777 (W)

Robert J. Cathcart '64
515 South Figueroa
8th Floor, 90071
(818) 441-2916 (H)
(213) 955-5552 (W)

Tony De La Rosa '78
Los Angeles Center for Law
and Justice
2606 East First Street, 90033
(213) 266-2690 (W)

Trevor A. Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Avenue
#200, 90005
(213) 380-0303 (W)

Jolena James '86
1225 S. Wilton Place, 90019
(213) 732-2000 (H)

Joon Y. Kim '80
100 S. Barrington Place, 90049
(310) 476-9633 (W)

Sandra Stevens '76
Fox Broadcast Company
P. O. Box 90184, 90009
(310) 369-4244 (W)

T. K. Vodrey '52
Hilltopper Publications Inc.
320 N. Larchmont Blvd.,
3rd Floor, 90004
(213) 469-3901 (W)

Mentlo Park

Carey Orr Cook '61
1065 Trinity Drive., 94025
(415) 854-3132 (H)
(415) 854-9698 (W)

Peter W. Lee '60
1100 Trinity Drive, 94025
(415) 394-3472 (W)

Oakland

Chadwick Sofield '86
314 Perkins Street #105, 94610
(510) 451-4241 (H)
(510) 486-4139 (W)

Palos Verdes

Nate A. Lee '74
4016 Via Nivel, 90274-1141
(310) 312-7379 (W)

Pasadena

Stephen K. Bache '75
Hamilton & Bache
705 S. Oak Knoll Avenue, 91106
(818) 241-5066 (W)

Robert J. Cathcart '64
677 LaLoma Road, 91105
(818) 441-2916 (H)
(213) 955-5552 (W)

San Diego

Robert Allenby '83
3111 Kingsley Street, 92106
(619) 223-7229 (H)
(619) 595-1209 (W)

San Francisco

DeWitt K. Burnham, Jr. '74
2222 Lyon Street, 94115
(415) 567-5897 (H)
(415) 567-1174 (W)

Nathaniel M. Cartmell III '69
Pillsbury, Madison & Sutro
235 Montgomery Street, 94104
(415) 983-1570 (W)

Harry Chang '80
L.F. International, Inc.
360 Post Street, Suite 750, 94108
(415) 495-4568 (H)
(415) 399-0110 (W)

Samuel R. Miller '66
Folger & Levin
Embarcadero Center West
275 Battery Street,
23rd Floor, 94111
(415) 986-2800 (W)

Martin Quinn '60
311 California Street,
10th Floor, 94104
(415) 567-7112 (H)
(415) 956-2828 (W)

Geoffrey Tuller '83
2651 Pierce Street, 94123
(415) 567-1412 (H)

Melanie Ventilla '90
3459 Divisadero #302, 94123
(415) 771-8659 (H)

San Marino

Patrick A. Cathcart '64
2657 Oak Knoll Avenue, 91108
(818) 458-9515 (H)

Santa Barbara

W. Wright Watling '68
P.O. Box 40812, 93140-0812
(805) 965-3929 (H)
(805) 899-0010 (W)

Torrance

Samuel R. Suitt '57
1745 Maple Avenue, #73, 90503
(213) 320-7864 (H)

Venice

Andrew Bakalar '82
1503 Cabrillo Avenue, 90291
(310) 399-5490 (H)

COLORADO

Cherry Hill

William R. Rapson '63
4480 South Lafayette Street
80110
(303) 789-4424 (H)
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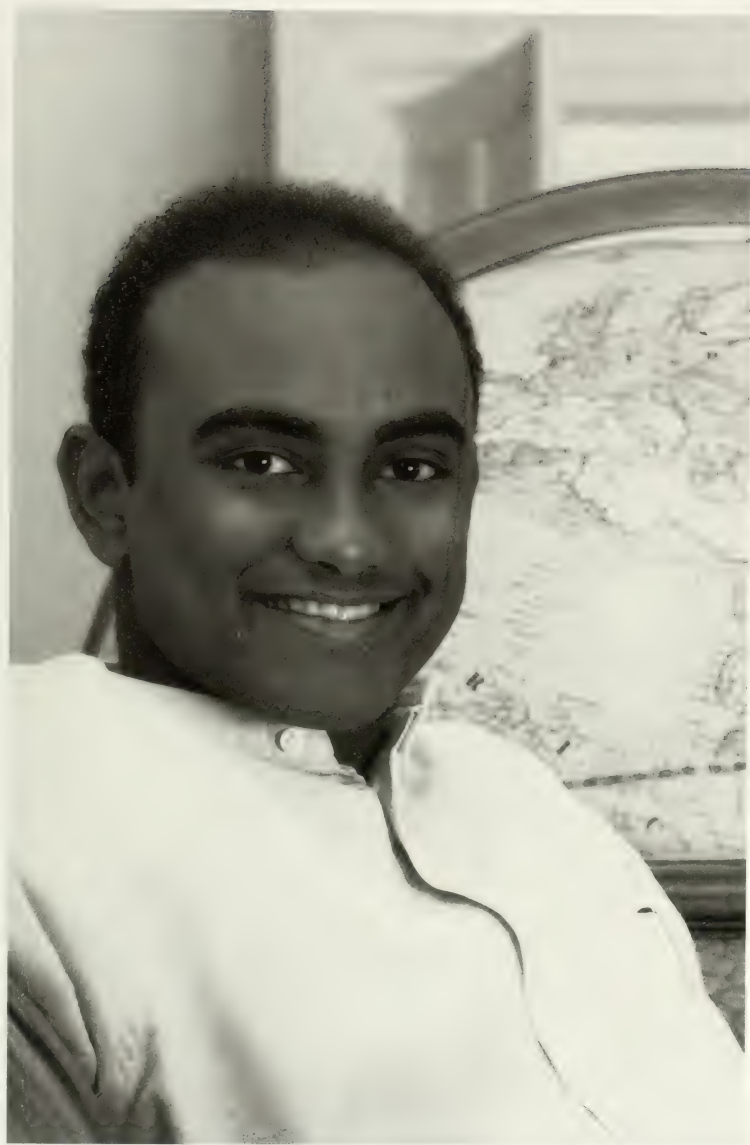
COLLEGE MATRICULATIONS FOR THE CLASS OF 1994

| <i>College</i> | <i>Admitted</i> | <i>Matriculated</i> | <i>College</i> | <i>Admitted</i> | <i>Matriculated</i> |
|-------------------------|-----------------|---------------------|------------------------|-----------------|---------------------|
| Amherst | 6 | 4 | Montana State | 1 | 1 |
| Barnard | 12 | 3 | Morehouse | 2 | 2 |
| Bates | 8 | 4 | U. New Hampshire | 6 | 1 |
| Boston College | 16 | 4 | New York Univ. | 24 | 3 |
| Boston U. | 46 | 7 | UNC/Chapel Hill | 6 | 4 |
| Bowdoin | 12 | 5 | Northwestern | 20 | 2 |
| Brandeis | 8 | 2 | Notre Dame | 5 | 1 |
| Brown | 33 | 12 | Oberlin | 10 | 1 |
| U. of Calif. Berkeley | 23 | 5 | U. of Pennsylvania | 33 | 15 |
| UCLA | 14 | 2 | Pitzer | 4 | 1 |
| U. of Calif. Santa Cruz | 8 | 1 | Princeton | 12 | 10 |
| Cal. Tech. | 3 | 1 | Purdue | 1 | 1 |
| Carnegie Mellon | 8 | 1 | Reed | 1 | 1 |
| Catholic U. | 2 | 1 | RISD | 1 | 1 |
| U. of Chicago | 14 | 5 | Rice | 8 | 3 |
| Colby | 11 | 3 | U. Richmond | 3 | 1 |
| Colgate | 6 | 1 | U. Rochester | 10 | 1 |
| Colorado College | 6 | 1 | St. Andrews/Scot. | 3 | 1 |
| U. of Colorado | 12 | 5 | Sarah Lawrence | 3 | 1 |
| Columbia | 19 | 10 | Skidmore | 7 | 1 |
| Connecticut College | 12 | 3 | Smith | 5 | 2 |
| Cornell | 44 | 18 | U. South | 4 | 2 |
| Dartmouth | 21 | 9 | U. Southern California | 5 | 3 |
| Dickinson | 8 | 1 | Southern Methodist | 3 | 1 |
| Duke | 22 | 10 | Stanford | 17 | 12 |
| Earlham | 3 | 1 | Swarthmore | 4 | 1 |
| Eckerd | 1 | 1 | Sweet Briar | 1 | 1 |
| General Motors Inst. | 1 | 1 | Syracuse | 10 | 3 |
| George Washington | 16 | 4 | Temple | 5 | 1 |
| Georgetown | 37 | 11 | U. Texas/Austin | 9 | 4 |
| Goucher | 1 | 1 | Trinity | 8 | 4 |
| Grinnell | 1 | 1 | Tufts | 14 | 2 |
| Hamilton | 15 | 1 | Tulane | 8 | 2 |
| Harvard | 21 | 20 | Union | 5 | 2 |
| Haverford | 4 | 2 | U.S. Naval Academy | 3 | 3 |
| Hobart/William Smith | 7 | 1 | Vanderbilt | 13 | 4 |
| Holy Cross | 5 | 2 | Vassar | 13 | 5 |
| Ithaca | 5 | 1 | U. Vermont | 17 | 3 |
| Johns Hopkins | 18 | 5 | U. Virginia | 12 | 5 |
| Kalamazoo | 1 | 1 | Washington U. | 15 | 1 |
| Kenyon | 4 | 2 | Wellesley | 8 | 3 |
| Lehigh | 6 | 2 | Wesleyan | 24 | 8 |
| Loyola U./Louisiana | 1 | 1 | Whitman | 1 | 1 |
| MIT | 14 | 8 | Williams | 10 | 8 |
| U. Mass/Amherst | 14 | 1 | U. Wisconsin | 6 | 2 |
| U. Mass/Lowell | 2 | 1 | Wittenberg | 1 | 1 |
| McGill | 6 | 3 | Yale | 26 | 14 |
| Merrimack | 2 | 1 | | | |
| U. of Michigan | 17 | 4 | | | |
| Middlebury | 11 | 3 | | | |



STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION 1994-95

| | | | | | | | | |
|----------------------|-----|--|-------|--|-------------------------|------|-------|-------|
| U.S.V.I. & P.R. | 5 | Oregon | 2 | | Girls | Boys | Total | |
| Massachusetts | 477 | Washington | 2 | | Seniors | 190 | 185 | 375 |
| Rhode Island | 8 | Alaska | 0 | | Uppers | 144 | 165 | 309 |
| New Hampshire | 42 | | | | Lower | 153 | 149 | 302 |
| Maine | 10 | TOTAL U.S. | 1,089 | | Juniors | 104 | 101 | 205 |
| Vermont | 19 | | | | | | | |
| Connecticut | 36 | | | | | | | |
| New Jersey | 27 | <i>Based on place of current residence, not citizenship.</i> | | | | 591 | 600 | 1,191 |
| New York | 137 | | | | | | | |
| Pennsylvania | 30 | | | | | | | |
| Delaware | 5 | Bermuda | 2 | | Total Boarding Students | | | 882 |
| District of Columbia | 4 | Canada | 6 | | Total Day Students | | | 309 |
| Maryland | 7 | Republic of China | 2 | | | | | |
| Virginia | 12 | People's Republic of China | 4 | | TOTAL | | | 1,191 |
| West Virginia | 0 | Czechoslovakia | 1 | | | | | |
| North Carolina | 8 | France | 2 | | | | | |
| South Carolina | 6 | Germany | 3 | | | | | |
| Georgia | 3 | Haiti | 1 | | | | | |
| Florida | 25 | Hong Kong | 18 | | | | | |
| Alabama | 2 | Indonesia | 3 | | | | | |
| Tennessee | 3 | Israel | 1 | | | | | |
| Mississippi | 2 | Italy | 2 | | | | | |
| Kentucky | 5 | Ivory Coast | 1 | | | | | |
| Ohio | 18 | Jamaica | 1 | | | | | |
| Indiana | 5 | Japan | 3 | | | | | |
| Michigan | 11 | Korea | 11 | | | | | |
| Iowa | 0 | Mexico | 1 | | | | | |
| Wisconsin | 1 | Norway | 1 | | | | | |
| Minnesota | 4 | Panama | 1 | | | | | |
| South Dakota | 0 | Philippines | 1 | | | | | |
| North Dakota | 0 | Poland | 1 | | | | | |
| Montana | 2 | Russia | 7 | | | | | |
| Illinois | 33 | Saudi Arabia | 12 | | | | | |
| Missouri | 5 | Scotland | 1 | | | | | |
| Kansas | 1 | Senegal | 1 | | | | | |
| Nebraska | 1 | Singapore | 2 | | | | | |
| Louisiana | 3 | South Africa | 3 | | | | | |
| Arkansas | 0 | Spain | 3 | | | | | |
| Oklahoma | 1 | Thailand | 2 | | | | | |
| Texas | 29 | Turkey | 4 | | | | | |
| Colorado | 6 | Zambia | 1 | | | | | |
| Wyoming | 3 | | | | | | | |
| Idaho | 0 | Total International | 102 | | | | | |
| Utah | 0 | Total U.S. | 1,089 | | | | | |
| Arizona | 5 | | | | | | | |
| New Mexico | 1 | SCHOOL TOTAL | 1,191 | | | | | |
| Nevada | 2 | | | | | | | |
| California | 80 | | | | | | | |
| Hawaii | 1 | | | | | | | |
| Pacific Islands | 0 | | | | | | | |





TRUSTEES, ADMINISTRATION AND FACULTY

TRUSTEES

DAVID M. UNDERWOOD '54
B.A., LL.D.

President

elected 1983
elected President 1989
Houston, Texas

BARBARA LANDIS CHASE
A.B., M.L.A.

Clerk

elected 1994
Andover, Massachusetts

FREDERICK W. BEINECKE '62
B.A., J.D.

Treasurer

elected 1980
elected Treasurer 1989
New York, New York

CYNTHIA EATON BING A '61
B.A.

elected 1991
New York, New York

STEPHEN BRADNER BURBANK '64
A.B., J.D.

elected 1980
Philadelphia, Pennsylvania

RICHARD GOODYEAR '59
B.A., LL.B.

elected 1989
San Francisco, California

CLINTON JANSEN KENDRICK '61
B.A.

Elected 1990
Bedford, New York

WILLIAM MILTON LEWIS, JR. '74
M.B.A., A.B.

Elected 1990
New York, New York

ELIZABETH PARKER POWELL A '56
B.A., M.A., M.B.A.

elected 1980
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN A '66
B.A.

elected 1988
Washington, D.C.

ALEXANDER B. TROWBRIDGE '47
B.A.

elected 1985
Washington, D.C.

ALUMNI TRUSTEES

CHARLES J. BEARD '62
A.B., J.D.
elected 1992 for 4 years
Lexington, Massachusetts

RICHARD M. CASHIN, JR. '71
B.A., M.B.A.
elected 1994 for 4 years
New York, New York

DANIEL P. CUNNINGHAM '67
A.B., J.D.
Co-Chair of the Alumni Fund
elected 1994 for 2 years
New York, New York

SHELLY D. GUYER '78
A.B., M.B.A.
elected 1992 for 4 years
San Francisco, California

MARY CAMP HOCH '78
B.A., M.B.A.
President, Alumni Council
elected 1994 for 2 years
London, England

SHIRLEY YOUNG A '51
B.A.
elected 1994 for 4 years
Grosse Pointe, Michigan

TRUSTEES EMERITI

PHILIP KIRKHAM ALLEN '29
A.B.
1969-1980
Westwood, Massachusetts

WILLIAM WADE BOESCHENSTEIN '44
S.B.
1971-1990
Perrysburg, Ohio

GEORGE BUSH '42
A.B.
1967-1980
Houston, Texas

MELVILLE CHAPIN '36
A.B., J.D.
1974-1989 (President 1981-1989)
Cambridge, Massachusetts

JOHN LEWIS COOPER '31
A.B.
1968-1981
Dover, Massachusetts

RICHARD LEE GELB '41
A.B., M.B.A.
1976-1994
New York, New York

ROBERT LIVINGSTON IRELAND III '38
A.B., LL.B.
1960-1990
New York, New York

CAROL HARDIN KIMBALL A '53
A.B.
1974-1991
Lyme, Connecticut

JOHN D. MACOMBER '46
B.A., M.B.A.
1987-1995
Washington, D.C.

CHARLES APPLETON MEYER '35
A.B.
1969-1988 (Treasurer 1976-1988)
Lake Forest, Illinois

JOHN USHER MONRO '30
A.B.
1958-1983
Jackson, Mississippi

Gerard Piel '33
A.B., D.Sc., Litt. D., L.H.D.,
LL.D.
1969-1985
New York, New York

SELECTED ADMINISTRATORS

OFFICE OF THE HEAD OF SCHOOL

BARBARA LANDIS CHASE
Head of School
A.B., M.L.A.

OFFICE OF THE DEAN OF FACULTY

J. PHILIP ZAEDER
Dean of Faculty
B.A., M.Div.

OFFICE OF THE DEAN OF STUDIES

VINCENT B.J. AVERY
Dean of Studies
S.T.L., S.T.D.

HERBERT HARRY MORTON III
Registrar
A.B.

VICTOR SVEC
Scheduling Officer, Associate Dean of Studies
B.A.

OFFICE OF THE DEANS OF THE RESIDENTIAL CLUSTERS

STEPHEN D. CARTER
Dean of Students and Residential Life
Sc.B., M.A.L.S.

PRISCILLA K. BONNEY-SMITH
Associate Dean of Students and Residential Life
B.A., M.A.T., M.A.

JOHN STRUDWICK
Abbot Cluster
B.Sc., M.A., Ph.D.

FRANK L. HANNAH
Flagstaff Cluster
A.B., A.M.

LINDA CARTER-GRIFFITH
Pine Knoll Cluster
B.A., M.Ed.

PATRICIA C. RUSSELL
Rabbit Pond Cluster
A.B., M.A.T.

ANDREW J. CLINE
West Quadrangle North Cluster
B.A., M.A.L.S.

MARLYS A. EDWARDS
West Quadrangle South Cluster
B.A.

BUSINESS OFFICE

NEIL H. CULLEN
Chief Financial Officer
B.A., M.A., Ph.D.

OFFICE OF ADMISSION AND FINANCIAL AID

JANE FOLEY FRIED
Dean of Admission
A.B.

JAMES F. VENTRE
Director of Financial Aid
A.B.

ROBERT A. EDWARDS
Senior Associate Dean of Admission
B.A.

WILLIAM D. LEAHY
Associate Dean of Admission
B.A.

DAWN FITZHUGH
Assistant Dean of Admission
B.A., M.Ed.

MICHAEL D. MCCLEERY
Assistant Dean of Admission
B.A.

AYA S. MURATA
Assistant Dean of Admission
B.A.

DEBORAH B. MURPHY
Assistant Dean of Admission
B.A.

ELISA M. PIMENTEL
Admission Officer
B.A.

GRACE TAYLOR
Officer Manager

OFFICE OF ACADEMY RESOURCES

PETER R. RAMSEY
Secretary of the Academy
B.A.

PATRICIA H. EDMONDS
A.B., A.M.T.

DONALD B. ABBOTT
Director of Capital Development
B.A., B.D.

PETER M. CAPRA
Director of Planned Giving
B.A., M.B.A.

ELIZABETH W. CULLEN
Director of Annual Fund
B.A., M.A.

LINDA MASON-SMITH
Director of Parent Fund
B.A., M.B.A.

JOSEPH B. WENNICK
Director of Alumni Affairs
B.A., M.A.

OFFICE OF COMMUNICATIONS

THERESA M. PEASE
Director of Communications
B.A.

OFFICE OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT

REBECCA M. SYKES
Dean of Community Affairs and Multicultural Development
A.B., M.S.W.

ATHLETIC DEPARTMENT

LEON MODESTE
Director of Athletics
B.S.

KATHERINE ANNE HENDERSON
Assistant Director of Athletics
B.S., M.S.

The date following the name indicates the year the person joined the Andover faculty.

This reflects faculty for the 1994-95 school year.

DONALD B. ABBOTT (1991)
Director of Capital Development
B.A. Yale College; B.D. Episcopal Theological School

JORDAN ADAIR (1991)
Co-House Counselor
B.A. College of William & Mary; M.A. Northeastern University

MAX C. ALOVISETTI (1986)
Instructor in Psychology
Assistant Director of Psychological Services

Psychological Counselor
B.A., M.A. City College of NY; Ph.D. University of Rhode Island

STEPHEN S. ANDERSON (1991)
Instructor in Biology
B.A. Susquehanna University; M.S. Bucknell University; M.A.T. Cornell University

STEVEN ANKNER-MYLON (1989)
(on leave)
Instructor in Physics
B.S., B.A. Tufts University

JAMES E. APPLEBY III (1994)
Instructor in Physics
B.A. Middlebury College

NIKKI R. ASH (1994)
Instructor in Mathematics
B.S. Loma Linda University; M.A. University of Montana

ELIZABETH G. AURENEN (1991)
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT B.J. AVERY (1976)
Dean of Pine Knoll Cluster
Chair of the Department of Philosophy and Religious Studies
Instructor in Philosophy and Religious Studies on the Margaret and Maurice Newton Teaching Foundation
S.T.L. Gregorian University; S.T.D. Academia Alphonsiana, Rome

JOHN E. BACHMAN (1987)
Executive Assistant to the Head of School
Instructor in History and Social Science
A.B. Johns Hopkins University; M.A. Wesleyan University; Ph.D. American University

BRUCE W. BACON (1994)
Instructor in Theater; Technical Director
B.A. Amherst College; M.F.A. Yale School of Drama

CARROLL WESLEY BAILEY (1970)
Instructor in English on the Frederick W. Beinecke Teaching Foundation
A.B., J.D. University of Pittsburgh

LESLIE V. BALLARD (1973)
Instructor in Chemistry
B.A. Sarah Lawrence; M.A.T. Harvard University

SETH B. BARDO (1981)
Instructor in English
B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY (1980)
Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

YOLANDE L. BAYARD (1973)
Instructor in French
B.S., M.A. Central Connecticut State College

CLYDE G. BECKWITH (1992)
Instructor in Physics
B.A. Dartmouth College; M.S., Ph.D. Boston College

LOUIS M. BERNIERI (1977)
Director of Andover Breadloaf Writing Program
Instructor in English
A.B. Harvard University; M.A. Middlebury College

GEORGE WILLIAM BEST (1958)
Instructor in Mathematics on the John Mason Kemper Foundation
B.S. Union College; M.A. Boston University

CARL W. BEWIG (1986)
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI (1984)
Athletic Trainer
Instructor in Physical Education
B.S. Central Connecticut State University

PRISCILLA KEENE BONNEY-SMITH (1974)
Associate Dean of Students and Residential Life
Psychological Counselor
Instructor in Life Issues
A.B. Bates College; M.A.T. Brown University; M.A. Lesley College

JAMES W. BRADLEY (1990)
Director of the Robert S. Peabody Museum
B.A. Allegheny College; M.A., Ph.D. Syracuse University

CAROLE BRAVERMAN (1979)
Instructor in English
B.A. Brooklyn College; M.A. Purdue University

CAROLYN B. BRECHER (1974)
Instructor in Modern Dance
Assistant in Audio-Visual
A.B. Bard College

NANCY B. BROTHER (1981)
Director of Academic Counseling
B.S. University of Nebraska; Ed.M. University of Lowell

- MARC E. BROWN (1993)
Instructor in History and Social Science
B.A. Colgate University; M.B.A. New York University
- PAMELA BROWN (1980)
Director of Summer Session Assistant to Associate Dean of Students and Residential Life
B.A. Pennsylvania State University; M.Ed. Boston College; L.D. Certificate Curry College
- PETER M. CAPRA (1989)
Director of Planned Giving
B.A. Yale University; M.B.A. New York University
- KEVIN F. CARDOZO (1992)
Instructor in Chemistry
B.A. Haverford College
- DEBORAH L. CARLISLE (1992)
Instructor in Chemistry and Biology
B.S., M.S. University of New Hampshire
- STEPHEN DOUGLAS CARTER (1980)
Instructor in Mathematics
Sc.B. Brown University; M.A.L.S. Wesleyan University
- LINDA M. CARTER-GRIFFITH (1990)
Instructor in English
B.A. Vassar College; M.Ed. Cambridge College
- ALBERT R. CAUZ (1994)
Instructor in Spanish
B.A. Boston College; M.A. Middlebury College
- ROBIN L. CAVALEAR (1993)
Instructor in Music
B.A. University of Lowell; M.M. New England Conservatory of Music
- BARBARA LANDIS CHASE (1994)
Head of School
A.B. Brown University; M.L.A. Johns Hopkins University
- A. JOHN PATTEN CHIVERS (1960)
Instructor in German
A.B. Wesleyan University; A.M. Middlebury College
- PETER CIRELLI (1994)
Instructor in Music
B.M. New England Conservatory of Music
- ANDREW J. CLINE (1979)
Instructor in Mathematics Dean of West Quad North Cluster
B.A. College of Wooster; M.A.L.S. Wesleyan University
- DAVID OWEN COBB (1968)
Instructor in English on the Elizabeth Milbank Anderson Foundation Chair of English Department
A.B. University of Maine; A.M. Middlebury College
- THOMAS EDWARD CONE III (1966)
Instructor in Biology
Director of PALS Program
B.S. Trinity College; M.A.T. Brown University
- CHRISTOPHER CAPEN COOK (1964)
Instructor in Art
A.B. Wesleyan University; M.F.A. University of Illinois
- MARCELLE A. COOPER (1992)
Instructor in History and Social Science
B.A. University of York, U.K.; Postgraduate Certificate of Education, University of Oxford, U.K.
- DOUGLAS EVERETT CRABTREE (1971)
Instructor in Mathematics on the Jonathan French Foundation
A.B. Bowdoin College; M.A. Harvard University; Ph.D. University of North Carolina
- ROBERT LEE CRAWFORD (1971)
Instructor in History and Social Science
B.A. Northwestern University; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania
- ELIZABETH W. CULLEN (1987)
Director of Annual Giving
B.A. University of Rochester; M.A. Cornell University
- NEIL H. CULLEN (1986)
Chief Financial Officer
B.A. University of Rochester; M.A. Cornell University; Ph.D. Michigan State University
- ROSEMARY T. CURRAN (1990)
(on leave)
Instructor in Religion and Philosophy
B.A. Marylhurst College; M.A. University of San Francisco; Ph.D. Fordham University
- MARGARITA CURTIS (1986)
Instructor in Spanish
Chair of Spanish Department
B.A. Tulane University; B.S. Mankato State University; M.S. and Ph.D. Harvard University
- KATHLEEN MARY DALTON (1980)
Instructor in History and Social Science on Cecil F.P. Bancroft Teaching Foundation
Director of Washington Intern Program
B.A. Mills College; M.A., Ph.D. Johns Hopkins University
- JEANNIE FORD DISSETTE (1985)
Director of International Academic Partnership
B.A., M.A. University of Pennsylvania
- GEORGE MACNAMARA DIX (1972)
Instructor in Modern Languages
A.B. Brown University; A.M. Middlebury College
- KATHRYN A. DOLAN (1990)
Instructor in Physical Education
B.S. University of New Hampshire
- PETER L. DRENCH (1987)
Assistant Director of College Counseling
Instructor in History and Social Science
B.A. Cornell University; M.A. Tufts University
- PAULA F. DREWNIANY (1981)
(on leave)
Instructor in Mathematics
A.B. Smith College; M.A.L.S. Dartmouth College

- GEORGE HOWARD EDMONDS (1961) (on leave)
A.B. Amherst College; Ed.M.
Harvard Graduate School of
Education
- PATRICIA HOPE EDMONDS (1974)
Acting Secretary of the Academy
A.B. Mount Holyoke; A.M.T.
Radcliffe
- MARLYS A. EDWARDS (1990)
Instructor in English
Dean of West Quad South Cluster
B.A. Brooklyn College
- ROBERT A. EDWARDS (1986)
Senior Associate Dean of Admission
B.A. Howard University
- CYNTHIA J. EFINGER (1993)
House Counselor
B.A. University of Utah
- MARK E. EFINGER (1993)
Instructor in Theater
Chair of Theater Department
B.A. Middlebury College; M.F.A.
University of North Carolina
- HEIDI G. ELMENDORF (1993)
Instructor in Biology
A.B. Princeton University; Ph.D.
Stanford University
- ADA M. FAN (1983)
Instructor in English on the
Francis C. Robertson Bicentennial
Instructorship
B.A. Harvard-Radcliffe; M.S.
Boston University; M.A., Ph.D.
University of Rochester
- SUSAN C. FAXON (1986)
Associate Director and Curator of
Addison Gallery on the Robert M.
Walker Foundation for Curator/Art
Historian
B.A. Smith College; M.S.
Columbia School of Architecture
- DAWN A. FITZHUGH (1991)
Assistant Dean of Admission
B.A. Wesleyan University; M.Ed.
Cambridge College
- JOHN GIBBON FITZPATRICK III
(1992)
Assistant Dean of Admission
A.B. Duke University
- DANA L. FLEMING (1991)
Instructor in German
B.A. University of California at San
Diego; M.A., M.Phil. Yale
University
- KELLY M. FLYNN (1994)
Instructor in English
A.B. Harvard University
- JANE FOLEY FRIED (1991)
Dean of Admission on the Joshua
Lewis Miner III Deanship of
Admission Foundation
B.A. Bowdoin College
- SHAWN FULFORD (1989)
Instructor in Mathematics
B.S. William and Mary; M.A.
Duke University
- EVERETT E. GENDLER (1977)
Jewish Chaplain, Instructor in
Philosophy and Religious Studies
B.A. University of Chicago;
M.H.L. Jewish Theological
Seminary
- EDWARD B. GERMAIN (1979)
Instructor in English
Director of Search & Rescue
B.A., M.A., Ph.D. University of
Michigan
- ELLEN M. GLOVER (1991)
Instructor in Mathematics
B.A. Mount Holyoke College;
M.Ed. Harvard University
- LYDIA BUTLER GOETZE (1980)
Instructor in Biology on the A. Wells
Peck Teaching Foundation
A.B. Radcliffe College; M.A.T.
Johns Hopkins University
- JOHN ALLEN GOULD (1982)
Instructor in English
B.A. Williams College; M.A.
Indiana University
- MARTHA H. GOURDEAU (1994)
Instructor in Physical Education
B.A. Bowdoin College
- MARY FULTON GRAHAM (1985)
Instructor in English
B.A. Mount Holyoke; M.A.
University of Virginia;
Ph.D. University of New
Hampshire
- MAXINE S. GROGAN (1989)
Dean of Summer Session Admission
B.A. Merrimack College
- CHRISTOPHER JUDE GURRY (1974)
Instructor in History and Social
Science on the Martha Cochran
Foundation
A.B. Harvard College;
M.A. Tufts University
- MICHAEL HALL (1992)
Instructor in History and Social
Science
Roman Catholic Chaplain
B.A. Catholic University of
America; M.A. Cambridge
University; Ph.D. McGill
University
- KATHERINE V. HALSEY (1992)
Instructor in French
Acting Director of ISSAEP
B.A. Stanford University
- WOODRUFF WENDELL HALSEY II
(1986)
Executive Director of School Year
Abroad
A.B. Princeton University; M.A.
Middlebury College
- THOMAS ROBERT HAMILTON (1969)
Instructor in Biology
Chair of Biology Department
B.S. Tusculum College; M.S.
University of Pennsylvania;
M.A.T. Brown University; Ph.D.
Ball State University
- YUAN HAN (1988)
Instructor in Chinese
Chair of Chinese Department
Director of Harbin Program
B.A. Shanghai Foreign Language
Institute; M.A., Ph.D. Ohio State
University
- SUSAN E. HANEY (1993)
Instructor in Chemistry
A.B. Amherst College; M.S.
California Institute of Technology
- FRANK LEE HANNAH (1968)
Instructor in Mathematics
Dean of Flagstaff Cluster
A.B., A.M. Dartmouth College

- MARGARET L. HARRIGAN (1992)
Instructor in Art
B.F.A. Tufts University; M.F.A.
University of Connecticut
- KEVIN P. HEELAN (1983)
Instructor in Theater
B.A. St. Mary's College of
Maryland; M.F.A. Smith College
- KIM D. HEELAN (1991)
Co-House Counselor
B.A. Smith College
- BEVERLY W. HENDERSON (1988)
*Assistant Dean of Community Affairs
and Multicultural Development*
B.A. Brandeis University
- KATHERINE ANNE HENDERSON
(1984) (on leave)
Assistant Director of Athletics
B.S. State University of New York;
M.S. University of New Hampshire
- GARY P. HENDRICKSON (1986)
Instructor in English
B.A. Merrimack College
- VICTOR WILLIAM HENNINGSEN III
(1974-79, 1985)
*Instructor in History and Social
Science*
B.A. Yale; A.M. Stanford; Ed.M.,
Ed.D. Harvard
- HENRY LYNN HERBST (1972)
Instructor in French
Director of Antibes Program
A.B. Hamilton; A.M. University of
Pennsylvania
- SALLY CHAMPLIN HERBST (1974)
Instructor in French
A.B. Mount Holyoke College;
M.A. Tufts University
- JENNIFER B. HICKMAN (1994)
*Instructor in History and Social
Science*
B.A. Smith College
- THOMAS SALKALD HODGSON
(1977) (on leave)
*Instructor in Philosophy and
Religious Studies*
B.A. Williams College; M.A. Yale
University
- FLOURNOY C. HOLLAND (1994)
*Writer-in-Residence; Instructor in
English*
B.A. Middlebury College; M.F.A.
University of Florida
- LEON M. HOLLEY, JR. (1993)
Instructor in Biology
B.S. Howard University; M.A.
Hampton University
- CHENG-YU HUANG (1986)
Instructor in Mathematics
B.A. Shanghai University; M.A.
Ohio State University
- SARAH E. IGO (1993)
*Instructor in History and Social
Science*
A.B. Harvard College
- CAROL J. ISRAEL (1985)
Instructor in Psychology
Chair of Psychology Department
Director of Psychological Services
B.A., M.A., Ph.D. University of
Chicago
- MARGARET N. JACKSON (1983)
Instructor in Psychology
Psychological Counselor
*Assistant Director of Psychological
Services*
B.A. State University of New York
at Binghamton;
M.Mus. Manhattan School of
Music; M.A., Ph.D. Long Island
University
- HELMUTH W. JOEL, JR. (1985)
Instructor in English
Dean of Faculty
B.A. Dickinson College; M.A.,
Ph.D. University of Pennsylvania
- PENNY P. JOEL (1986)
House Counselor
B.A. Dickinson College
- SUZY C. JOSEPH (1980)
Instructor in French
Licence d'Anglais, La Sorbonne;
M.A. Indiana University
- PAUL KALKSTEIN (1970)
*Instructor in English on the William
M. Newman Teaching Foundation*
A.B. Princeton; M.A.T. Yale
- RICHARD J. KELLER (1992)
School Physician
*Board Certified Pediatrics and
Pediatric Endocrinology*
B.S. Yale University; M.D. New
York University School of Medicine
- CAROLYN E. KELLY (1986)
(on leave)
Instructor in English
B.A. Yale College; M.A. Simmons
College
- KAREN A. KENNEDY (1985)
Acting Assistant Director of Athletics
Instructor in Physical Education
B.S. Springfield College
- CRISTINA SUAREZ KERESKES (1986)
*Instructor in Chemistry on the
Lumpkin Family Bicentennial
Instructorship*
B.S., M.S. Purdue University
- NICHOLAS VAN HOUTEN KIP
(1968)
Instructor in Classics
Chair of Classics Department
A.B. Princeton; M.A. Trinity
College
- MARC DANA KOOLEN (1974)
Instructor in Biology
B.S. St. Lawrence University; M.S.
Purdue University
- ANDREI A. KOSTOUSOV (1992)
Visiting Scholar in Russian
B.A. St. Petersburg State
University
- OLGA A. KOSTUSOVA (1994)
Instructor in Russian
B.A. Moscow State University
- CARL EDWARD KRUMPE, JR. (1960)
*Instructor in Classics and in History
and Social Science on the Alfred
Ernest Stearns Teaching Foundation*
A.B. Wabash College; A.M. Brown
University
- ELIZABETH C. KRUMPE (1981)
*Co-House Counselor, Hostess at
Cooley House, Academic Advisor*
B.A. Radcliffe College; M.A.
Harvard University; Ph.D. Boston
University

- DOUGLAS J. KUHLMANN (1983)
Instructor in Mathematics
Chair of Mathematics Department
B.S. St. Louis University; M.A.,
Ph.D. Northwestern
- MICHAEL J. KUTA (1983)
Head Athletic Trainer
Instructor in Physical Education
A.S. Berkshire Community
College; B.A. Northeastern
University
- WILLIAM D. LEAHY (1991)
Associate Dean of Education
B.A. Boston University
- DOROTHY K. LIFFMANN (1991)
*Director of Management Information
Systems*
B.A. Georgia State University
- JANICE M. LISIAK (1989)
*Director of Technology Resources and
Services*
B.A. Carlow College; M.A. Lesley
College
- MARIA LITVIN (1987)
Instructor in Mathematics
M.S. Moscow School of Education
- ROBERT ANDREW LLOYD (1962)
*Instructor in Art on the Independence
Teaching Foundation No. 1*
B.A. Harvard; M.Arch. Harvard
Graduate School of Design
- SUSAN MCINTOSH LLOYD
(AA 1968)
*Instructor in History and Social
Science and in Music*
*on the Marguerite Capen Hearsey
Instructorship*
Director of Urban Studies Institute
A.B. Radcliffe College; M.A.T.
Harvard University
- PETER A. LORENCO (1983)
(on leave)
Instructor in Music
- KATHRYN E. LUCIER (1994)
Instructor in Mathematics
B.A. Boston University
- THOMAS TOLMAN LYONS (1963)
*Instructor in History and Social
Science on the Independence Teaching
Foundation No. 3*
B.A., M.A.T. Harvard
- JOHN R. MAIER (1987)
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Instructor in Theater & English, Emeritus
Camden, Maine 1955-1991
- CRISTINA ALONSO RUBIO
Instructor in Dance, Emerita
Madrid, Spain 1965-1991
- GORDON GILMORE BENSLEY, A.B.
Instructor in Art, Emeritus
Andover, Massachusetts 1949-1992
- MARION FINBURY, A.B.
Associate Director of College Counseling, Emerita
Haverhill, Massachusetts 1969-1992
- GEORGES NICOLAS KRIVOBOK, M.A.
Instructor in French and Russian, Emeritus
Deutschland, Germany 1969-1992
- AUDREY NYE BENSLEY
Instructor in Art, Emerita
Andover, Massachusetts 1965-1993
- DONALD H. BADE, B.B.A.
Comptroller, Emeritus
Byfield, Massachusetts 1975-1994
- ALOYSIUS JOHN HOBBAUSZ, S.B.
Director of the Audio-Visual Center, Emeritus
Sunapee, NH 1957-1994

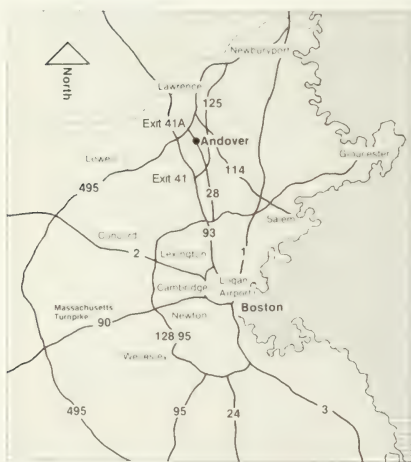
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for two miles. Turn right onto Route 28 and go north about four miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (508) 686-9577 for up-to-date information.



INNS AND MOTELS IN THE AREA

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

The Andover Marriott
123 Old River Road, Andover
(508) 975-3600, (800) 228-9290 (at Route 93)

Comfort Suites
106 Bank Road, Haverhill
(508) 374-7755 (Exit 49 off Route 495)
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive, Andover
(508) 794-0700, (800) 321-2211
(next to Marriott Hotel)

Holiday Inn-Tewksbury/Andover
(508) 640-9000 (Route 495 and Route 133)

The Hampton Inn
224 Winthrop Avenue, Lawrence
(508) 975-4050 (Route 114 and Route 495)

Merrimack Valley Country Inn
Route 125, Chickering Road, North Andover
(508) 688-1851

Ramada Rolling Green Hotel
311 Lowell Street, Andover
(508) 475-5400 (junction Routes 93 and 133)

Residence Inn by Marriott
Andover Street, Tewksbury
(508) 640-1003 (off Route 495)

The Sheraton Inn
50 Warren Street, Lowell
(508) 452-1200

Susse Chalet
1695 Andover Street, Tewksbury
(508) 640-0700 (Route 133 and 495)

Tage Inn
131 River Road, Andover
(508) 685-6200, (800) 322-8243 (at Route 93)



Andover is a thirty minute drive from downtown Boston.



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Phillips Academy
ANDOVER

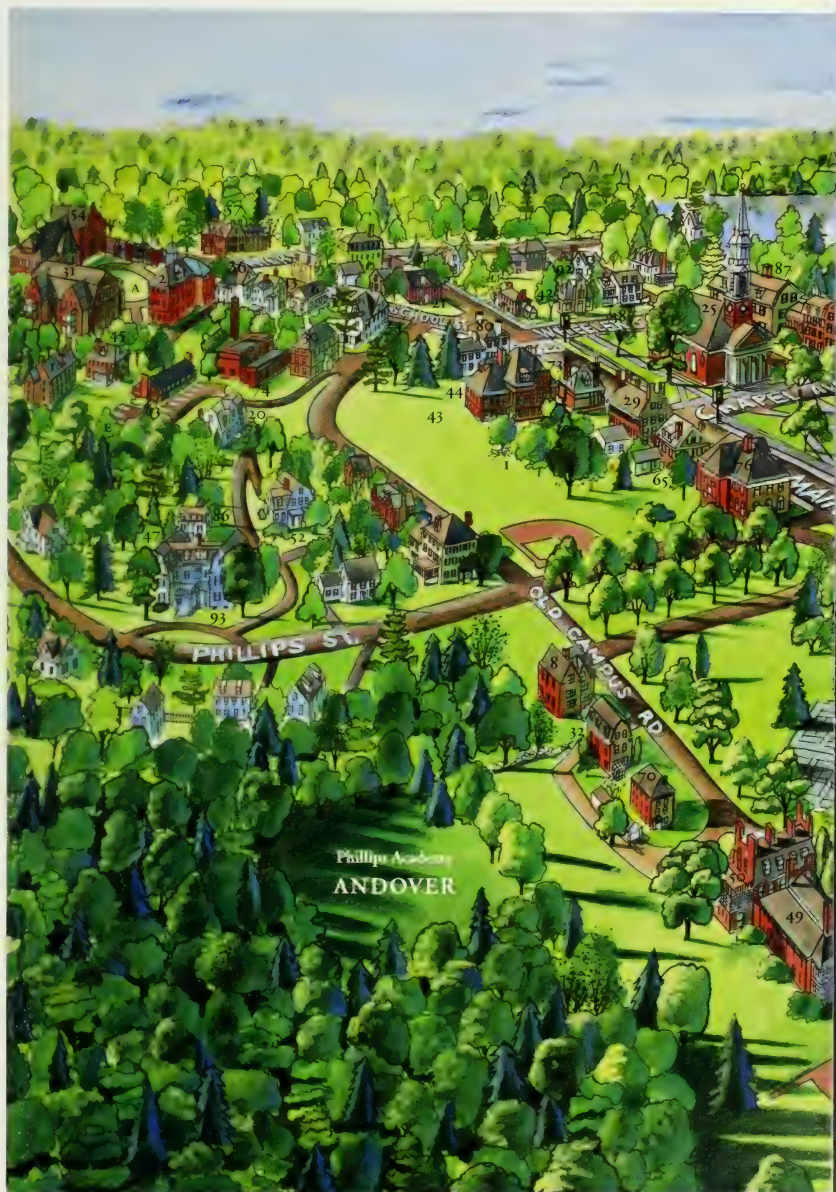
Campus Map





- 1 Abbey House
 - 2 Abbot Hall
 - 3 Adams Hall* [WQS]
 - 4 Addison Gallery of American Art
 - 5 Admission Office *Hardy House*
 - 6 Alumni House* [ABB]
 - 7 America House* [RPD]
 - 8 Andover Cottage* [WQN]
 - 9 Andover Inn
 - 10 Bancroft Hall* [WQN]
 - 11 Bartlet Hall* [FLG]
 - 12 Benner House *[Art]*
 - 13 Bertha Bailey House* [ABB]
 - 14 Bishop Hall* [WQN]
 - 15 Blanchard House* [WQS]
 - 16 Borden, Memorial and Abbot Gymnasiums
 - 17 Brothers Field
 - 18 Bulfinch Hall *[English]*
 - 19 Burr Hall* [FLG]
 - 20 Carriage House* [ABB]
 - 21 Carter House* [RPD]
 - 22 Case Memorial Cage
 - 23 Churchill House
 - 24 Clement House* [ABB]
 - 25 Cochran Chapel
 - 26 Commons *[Dining Hall]*
 - 27 Cooley House
 - 28 Day Hall* [FLG]
 - 29 Double Brick House* [RPD]
 - 30 Draper Cottage [ABB]
 - 31 Draper Hall
 - 32 Eaton Cottage* [WQN]
 - 33 Elbridge Stuart House* [PKN]
 - 34 Elson Art and Communications Center
 - 35 Evans Hall *[Science]*
 - 36 Flagg House* [ABB]
 - 37 Foxcroft Hall* [FLG]
 - 38 French House* [RPD]
 - 39 Frost House* [FLG]
 - 40 Fuess House* [PKN]
 - 41 George Washington Hall
 - 42 Graham House *[Psychology]*
 - 43 Graves Field
 - 44 Graves Hall *[Music]*
 - 45 Hall House
 - 46 Hearsey House* [FLG]
 - 47 Hidden Field
 - 48 Isham Field
 - 49 Isham Health Center
 - 50 Isham North* [WQN]
 - 51 Johnson Hall* [WQS]
 - 52 Junior House* [ABB]
 - 53 Log Cabin
 - 54 McKeen Hall
 - 55 Memorial Bell Tower
 - 56 Morse Hall *[Mathematics]*
 - 57 Morton House* [ABB]
 - 58 Moses Stuart House
 - 59 Nathan Hale House* [PKN]
 - 60 Newman House* [FLG]
 - 61 Newton-Hinman House
 - 62 Nineteen Twenty-Four House
 - 63 Office of Physical Plant
 - 64 Oliver Wendell Holmes Library
 - 65 Park House
 - 66 Paul Revere Hall* [FLG]
 - 67 Pearson Tennis Courts
 - 68 Pearson Hall *[Classics]*
 - 69 Pease House* [WQN]
 - 70 Pemberton Cottage* [WQN]
 - 71 Phelps House
 - 72 Phelps Park
 - 73 Phillips Hall
 - 74 Power Plant
 - 75 Rafferty Field
 - 76 R.S. Peabody Museum of Archaeology
 - 77 Rockwell House North* [WQN]
 - 78 Rockwell House South* [WQS]
 - 79 Rockwell Tennis Courts
 - 80 Samaritan House* [ABB]
 - 81 Samuel Phillips Hall *[History and Modern Foreign Languages]*
 - 82 Smith House* [FLG]
 - 83 Stearns House* [RPD]
 - 84 Stevens House* [RPD]
 - 85 Stimson House* [PKN]
 - 86 Stott Cottage
 - 87 Stowe House* [RPD]
 - 88 Sumner Smith Hockey Rink
 - 89 Taylor Hall* [WQS]
 - 90 Thompson House* [WQS]
 - 91 Tucker House* [WQS]
 - 92 Whitney House* [RPD]
 - 93 Williams Hall* [ABB]
- * **Dormitory**
 ABB — Abbot Cluster
 FLG — Flagstaff Cluster
 PKN — Pine Knoll Cluster
 RPD — Rabbit Pond Cluster
 WQN — West Quad North Cluster
 WQS — West Quad South Cluster
- Areas of Interest**
 A. Abbot Circle
 B. Armillary Sphere
 C. Chapel Cemetery
 D. Dormitories around Rabbit Pond
 E. The Grove
 F. Memorial Place
 G. Merrill Memorial Gateway
 H. Moncrieff Cochran Sanctuary
 I. Old Main Campus
 J. West Quadrangle's dormitories





CALENDAR

1995-96

Fall Term

| | |
|-------------------------|------------------------------------|
| Sept. 5, Tues. | Faculty return |
| Sept. 9, Sat. | New students arrive and register |
| Sept. 11, Mon. | Old students return and register |
| Sept. 13, Wed. | Classes begin |
| Oct. 13, Fri. | Mid-term academic review |
| Oct. 20-22 Fri.-Sun. | Parents' Weekend (all parents) |
| Oct. 23, Mon. | College Visiting Day (no classes) |
| Nov. 21, Tues. | Thanksgiving vacation begins, 1 PM |
| Nov. 27, Mon. | Thanksgiving vacation ends, 8 PM |
| Dec. 4, Mon. | Classes end, 1 PM |
| Dec. 9, Sat. | Winter vacation begins, 12 noon |

Winter Term

| | |
|--------------|---------------------------------|
| Jan. 3, Wed. | Winter vacation ends, 8 PM |
| Feb. 2, Fri. | Mid-term academic review |
| Feb. 5, Mon. | Mid-winter holiday (no classes) |
| Mar. 4, Mon. | Classes end, 1 PM |
| Mar. 9, Sat. | Spring vacation begins, 12 noon |

Spring Term

| | |
|-----------------------|-----------------------------------|
| Mar. 26, Tues. | Spring vacation ends, 8 PM |
| Apr. 15, Mon. | College Visiting Day (no classes) |
| Apr. 26, Fri. | Mid-term academic review |
| May 24, Fri. | Classes end, 3 PM |
| June 2, Sun. | Commencement |
| June 7-9 Fri.-Sun. | Alumni Reunions |
| June 27, Thurs. | Summer Session begins |
| Aug. 7, Wed. | Summer Session ends |



PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS 01810-4166

